

ÈKÓ YORÙBÁ ÀKÓBÈRÈ

YOR 1131: BEGINNING YORÙBÁ I I (Spring 2018)

Olùkó (Instructor): Ọgbéni Kólé Ọdútólá

Ófisi (Office Location): 351 Pugh Hall

Àkókò rírí Akékòó (Office Hours): by appointment

Èrọ̀ ibánisòrò (Phone): 273-2959.

Office Hours: 6th period on Tuesdays and Thursdays included or you can come any other time by appointment

Àkókò ipàdé (5th Period: 11:45 AM - 12:35 PM): M-F

Kílààsì (Class Venue): MAT 0003

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:[20] 100* Participation will be decided based on activities

Daily Journals 80

Conversational practice pieces 25* (A total of 5 phone calls during the semester)

Weekly Tests mostly on Fridays 350 (Including unannounced quizzes)

Written assignments/projects 100 (You will be expected to submit *lṣẹ ṣiṣe* from the textbook*)

Oral Exams 150* dates will be announced

Final Semester written examination: 200*

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?.....

.....

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

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 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.

Important Dates to Note: Spring Break: - March 3rd to Saturday 10th

Classes end April 19th 2017

Reading Days 25th & 26st 2017

Final exam: During the final exams period (April 27th- 3:00pm to 5:00pm)

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 Birthday invitation card and bring to class; (2) pictures of Yoruba clothes for males and females-Due **1/24/17**
(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 ki'í ni'--- REVIEW OF FIRST SEMESTER YORUBA (January 8th to 12th)

Ojò Ajé [Monday 8th] - - - REVIEW OF FIRST SEMESTER YORUBA and this syllabus. Review classroom expressions especially those useful in class and cardinals (onkaye), ordinals (onkapo)

Ojò iṣẹgun [Tuesday 9th]- (**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 rú [Wednesday 10th]- 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 òlá] A maa jẹun ni irólẹ. Expressing previous days Fun àpẹrẹ..àná,

Ojò bọ- [Thursday 11th]- Language lab

Ojò Ètì- [Friday 12th]- Expressing Nígba Wo? and ígbà tí, The consonant **r**, Expressing Kí ni and Ohun tí, Expressing Nígba tí and Nígba ti -bá, Present perfect markers (ti, kò tí í), -Habitual marker (máa n, the negation is "kì í") -Use of ilé, ibi, Ọdọ.

Ojò ajé [Monday]-15th Holiday [**MLK Day**] (No class but make a Birthday invite card and bring to class)

Ojò iṣẹgun [Tuesday 16th]- Review the monologue & Dialogue (pages 119- 120 ati ojú iwé 132).

Ojò rú [Wednesday 17th]: Different modes of transportation. The verbs gùn, wò, bọlẹ, a.b.b.l (**Source**- Schleicher, Lesson 8 Mode of transportation page 137)

Ojò bọ [Thursday 18th]- **Language Lab**:

Ojò ètì [Friday 19th]: Quick summary of the week, review of the Birthday Cards made.

Ọsẹ Kẹta [3rd Week] January 22 to 26th- **Your birthday (p.146).**

Monday 22nd : 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

Tuesday 23rd : Dialogue on page 160, about sewing of clothes, , Gírámà-present perfect markers (ti, kò tí í),

Wednesday 24th-Habitual marker (máa n, kì í);iruwo (p. 154)*

Language Lab: Every Thursday 25th in Turlington 1317, pictures due on **Thursday** during the language lab 1/24/17 **PRACTICE**-(Fill in the gaps in front of Ọsẹ.....for 5th week to 15th week below
Friday 26th – Weekly test

Iṣẹ a`tile`wa`: (work from home). What new words have you learned about **clothes** in Yoruba Culture?

.....
.....

Friday 26th – 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 29th - Conclude **Lesson 8Talk about your birthday (p.146).**

Tuesday 30th – **start lesson 9 (p. 151). Different types of clothes and the verbs that go with them**

Wednesday 31st – Monologue on page 153 about last Christmas celebrations. Look out for words/expressions such as pinnu, inú mi dùn, èjìkà, kọjá

Thursday 1st February- How to respond to **irú---wo** question marker, differences between use of **fi** and **lò**

Friday 2nd -Weekly Test and other matters

5th Week Ọsẹ..... February 5th to 9th (You need to know your numbers for this section)

Monday 5th - Pages 159 to 160. The culture of cloth wearing and expressions needed for sewing clothes (Dialogue on page 160)

Tuesday 6th- New words pages 161 to 166; shopping in an open market system: How to haggle...**Bí a ẹ n nájà. Hagglng in Yoruba land**; Numbers: 200-1000; **Source: Schleicher, Lesson 10.**

Wednesday 7th -Expressing-**Báwo ní?** and **Bi a ẹ n...Why** questions: **Ki l'o de?**; Expressing **Eélóó ní** and **Oye tí** Page 177- Tunji ẹ ra redio ní oja; Consonant **y** **Source: Schleicher, Lesson 10.**

Thursday 8th – (Language Lab)

Friday 9th –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? **Ayé ní ojà [ayé lojà]** Why is it so.....?

6th Week ọsẹ..... February 12th to 16th [Source: Schleicher, Lesson 11]

Monday 12th - page 181 (monologue), this is a lesson on how to talk about what you do daily and the tense marker **maá n**

Tuesday 13th - **How to tell the time** in Yoruba; **Kí ni agogo wí?**

Wednesday 14th - recall how to use the split verb **fun----ní** ; Difference between **tí** and **pe**; using **Lẹhin Lẹhin tí**, and **Lẹhin tí** ...bá, Using **Tán** and **parí** Consonants **t** and **d**; Dialogue on page 192 how to book for a train ride

Thursday 15th – Language lab- How to divide days in Yoruba land

Friday 16th – Weekly test **REVIEW OF LAST SIX WEEKS**

7th Week ọsẹ..... February 19th to 23rd -- Monday 19th (President's Day)- Introducing Yoruba Food/meals

Tuesday 20th — Monologue on how to fry plantain (pages 197 to 198); what can we learn about how Yoruba people cook? (page 198)

Wednesday 21st - Learning the names of different dishes in Yoruba.
Prepositional phrases useful in cooking

Thursday 22nd – Language lab/demonstration of Yoruba meals-cooking and tasting time. Watch video on Akoye unit 11 [Kí ni aago wí?]

Friday 23rd – Weekly test

Review last lessons and words learned during the week

8th WeekFebruary 26th to 28th—March 1st to 2nd Source: Schleicher, Lesson 12

Monday 26th 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 27th – Conversation about the food you like in Yoruba (orals); Pronunciation & tones on page 210

Wednesday 28th Talking about different professions---Yoruba traditional professions; (page 215). More on **Níbo?**; Comparative and Superlative form **jùlọ**; **Ta ni** and **ẹni tí**;

Thursday March 1st - Language lab

Friday 2nd – Weekly test

9th week-Spring Break: Spring Break: - March 3rd to Saturday 10th

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

Monday 12th –Monologue on page 215; Using the words **sọ**, **sọrọ**, and **sọ fún**; Difference between **Mo maa** and **Màá**; [Also unit 5--Akoye online]

Tuesday 13th 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.

Wednesday 14th –Expressions to ask about a person's profession (page 219)

Thursday 15th Language Lab

Friday 16th : Weekly test

11th Week -..... March 19th to 23th ---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 ọsẹ..... [March 26 to 30th]

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 Ọsẹ..... [April 2nd to 6th] **Talking about different languages and countries in Africa-----**

Note the use of the expression tòótọ́

Talking about one's hometown in Nigeria

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

Using **Jẹ 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 ọsẹ..... April 9th to 13th

How to give directions...Bí a ẹ n júwe 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. **ọba jije ni ile Yoruba (page 283)**

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

15th Week ọsẹ..... April 16th to 20th 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.

16th Week ọsẹ.....April 23th to 24th (end of classes) REVIEW, REVIEW, REVIEW

Classes end April 24 Final exams period (May 2-9 - 3:00pm to 5:00pm)

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 je 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 ayeşẹ ti ẹbi mi ẹ lanaa, mo we gèlè (mo dé filà), mo wọ búbá, mo ro ìró, mo si wọ bata.....
- (5) Ẹbí mi fẹràn ounjẹ sísè, èmi náà fẹràn ounjẹ 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.**

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

Please read the whole course outline. If you have read to this point, append your signature below.

Signature.....