

Yor. 2200: Intermediate Yorùbá I (2019 Fall)

Section: 17D9 Class # 22351

Instructor: Dr. Kole Ade Odutola

Office Location: 351 Pugh Hall

Office Hours: 3-4pm (M & F)

Phone: 352-273-2959

Period: 7 MWF 1:55 to 2:45pm

Venue: UST 0101

Credits: 3

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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 Oyo, Ogun, 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.

The Structure of Languages: “The study of [a] language requires some knowledge of language structure and of the way that structure varies from one language to another. Let us now look at the components of language: the sounds, the way sounds are grouped into words, and the way words are combined to form sentences or utterances. In combination, these elements make up the formal structure of a language-what linguists call a grammar.” –

“Thus, in order to understand a language, we must first understand its rules; the sounds that it recognizes and the way it organizes sounds into words and words into meaningful statements”

-----Daniel G. Bates (1996)

COURSE DESCRIPTION AND OBJECTIVES

This course is a continuation of Beginning Yoruba. It picks up from where First Year Yoruba ends. Emphasis will be on reinforcing the basic structures that were learned during the Beginners’ Year through oral and aural activities, and increasing the level of active vocabulary through more reading and writing. More authentic texts will be provided for reading activities to expose students to authentic Yorùbá writings and cultures. By the end of the session, students are expected to have reached the intermediate middle or intermediate high level in oral proficiency.

REQUIRED TEXTS

Our main text for the course will be Schleicher, A. Y. F, (1993) **Jé Ká Ka Yoràbá**

New Haven & London: Yale University Press. (ISBN Number 0-300-07145-0). Get your personal copy of this textbook from the University Bookshop by 1 day of class.

A Yoruba Dictionary is strongly recommended.

COURSE REQUIREMENTS: To achieve our set objectives, regular class attendance, punctuality and active participation in class discussions are required. In addition, we will be using the language laboratory once every week; lab day will be announced in class at appropriate time.

COURSE EVALUATION: Attendance and Class participation: **10%**

Students are expected to attend classes regularly and to have done the assignments for that day. The class attendance and participation grade will be based on whether the student is prepared for class or not. Students are encouraged to ask questions, participate in drills and discussions and volunteer answers. More than THREE absences will lower the class participation grade.

Course work (take-home assignments and class Quizzes): **20%**

Students will be given a number of take-home assignments and quizzes during the semester. There will be no make-up quizzes except for unavoidable circumstances.

Mid-Semester test **20%** (Broken down to written (10%) and oral (10%) presentations)

Audio tape productions: **15%**

Students are encouraged to keep a personal audio journal in Yorùbá. The journal will be collected for grading twice each Semester.

Final Semester examination: **35%**(Broken down as written (20%) and oral (15%) presentations)

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 =

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."

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 is considered an absence for that day (even if such student decides to remain in class!) **There are about 45 days for this semester**

First Assignment: Write at least one page about what the study of Yoruba means to you and what impact it could have on your major. Include a paragraph on the history of Yoruba language learning. Do a brief research online and write your findings in an essay format. Due August 31st 2019

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.ua.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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

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Learn more about GatorEvals.

University Policies

Academic honesty

Violations of the Student Honor Code (including, but not limited to, copying and plagiarizing) will be reported to the Dean of Students Office for consideration of disciplinary action. For more information, see: <http://www.dso.ufl.edu/scer/process/student-conduct-honor-code/>.

Counseling and wellness

A variety of counseling, mental health and psychiatric services are available through the Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. For more information, call 392-1575 or visit <http://www.counseling.ufl.edu/cwc>.

Students with disabilities

The University of Florida is committed to providing academic accommodations for students with disabilities. Students requesting accommodations should register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) as soon as possible by providing appropriate documentation. Once registered, students should present me with their accommodation letter.

INTERMEDIATE YORUBA I FALL SEMESTER

Weeks 1-2 (Wednesday August 21st & Friday-23rd/ Monday-26th, Wednesday-28th, Friday-30th)

Topic: Greetings beyond time of day. We shall explore other forms of greetings and the proverbs associated with greetings

Function: Greeting people on different occasions and situations. What news expressions can be learned in the greetings?

Cultural Information: Use of “omo mi” and the importance of greetings

Schleicher: **Preliminary Lesson**

Weeks 3&4 (Monday no class Labor Day)* 4th & 6th / 9th 11th to 13th**

Topic: How to talk about Apartments or Houses in Yoruba

Function: You should be able to describe your apartment or house including the type of people who live there

Grammar: Numbers expressing “each”, “both”, “all three”, etc. Qualifying words for descriptive verbs: the verbs “mu wa” and “gbe wa”

Schleicher: **Lesson I**

Weeks 5-6 16th , 18th to 20th / 23rd 25th to 27th and week 7 starts on the 30th

Topic: More on physical characteristics and personal traits

Function: Describing people’s physical characteristics and personal Traits

Grammar: More on adjectives and adverbial verbs, expressing the opposite form of an adjective, and adverbs

Reading: An essay on the attitudes of two siblings.

Schleicher: **Lesson 2**

Week 7 September 30th ,October 2nd Homecoming Friday 4th Week 8 October 7th , 9th 11th

Topic: Seasons and Times

Function: Talking about seasons and holidays

Grammar: Expressing “being cold” or “it is cold”. Expressing reactions, feelings, and opinions. Emphatic possessive pronouns —.”temi “tiwo” “tiyin”, etc.

Reading: Essay on the three most important religions of Yoruba people

Schleicher: **Lesson 3**

Weeks 9-10 14th, 16th to 18th / 21st, 23rd to 25th

Topic: Health

Function: Talking about one’s health

Grammar: Expressing pain and illness, use of the negative maker “a!” and vowel elision

Week 11- 28th , 30th & November 1st Mid-Semester review and test

Reading: Yoruba folktale on Mr. Tortoise and his friend

Schleicher: **Lesson 4**

Weeks 12-13 November 4th, 6th with 8th **Holiday on Monday 11th** November 13 & 11/15th

Topic: More on the market system

Function: Talking about hawking one's products

Grammar: Use of "oni-" summary of question forms, difference between "eélòò" and "elelòò"

Reading: Essay on Yoruba market

Schleicher: Lesson 5

Weeks 14&15 18th, 20th to 22nd / 23rd then November 25th but 27th to 30th as Thanksgiving holiday***

Topic: Leisure time activities

Function: Talking about leisure time activities

Grammar: Unreal Conditional form "iba"

Reading: Folktale on Mr. Tortoise and the Elephant

Week 16 December 2nd to 4th ...5th & 6th **Reading Days**

Final Exam: **12/12/2019 @ 10:00 AM - 12:00 PM**

YOR2200 - Intermediate Yoruba I

Things to take note of concerning Sentences in Yoruba:

(1). A sentence is an assemblage of words conveying a complete sense or thought. This is what we represented as S+V+O= A simple sentence

(2). A sentence may be simple, Compound or complex.

(3). A simple sentence expresses a single statement, command or question. It contains one finite verb only. The **finite** verbs are in bold in the following sentences, and the non-finite verbs are underlined: Verbs **appear** in almost all sentences. This sentence **is illustrating** finite and non-finite verbs. The dog **will have to be trained** well. Tom **promised** to try to do the work. (see more at http://www.grammar-monster.com/glossary/finite_verbs.htm)

(4). A compound sentence consists of two or more simple sentences, each of which gives, when taken separately, a complete meaning; for instance **Ó yinbọ̀n, ó sì farapamọ̀ sínú igbó—He fired a shout and hid in the bush/forest**

(5). A complex sentence is one which consists of a principal sentence and one or more subordinate sentences. Every sub-ordinate sentence contains a finite verb, but does not convey a complete sense when taken apart from the principal sentence. For instance **"Èni to o ba ji àpò mi ji yẹ̀yẹ̀—meaning Who steals my bag/purse steals a joke/trash.**

Adapted from Yorùbá composition by Gaye & Beefcroft (1923)