

Yor 2201: Intermediate Yoruba II (Spring 2017)

Olùkó (Instructor): Ògbéni Kólé Òdútólá

Ófisi (Office Location): 351 Pugh Hall

Àkókò rírí Akékò (Office Hours): Appointment. **Credit:** 3

Èrò ibánisòrò (Phone): (352)-273-2959.

Àkókò ìpàdé (Period- 1:55 PM - 2:45 PM): **M W F 7th period**

Kílààsì (Class Venue): **LIT 0207**

Ìmèlì (E-mail): kodutola@ufl.edu

Kilaasi máa bèrè ni aago méjì ku ìṣẹ́jú márùnún ó si máa parí ni nnkan bi aago mēta ku ìṣẹ́jú márùnúndínlógún

YORUBÁ 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 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.

COURSE DESCRIPTION AND OBJECTIVES

This intermediate course II is intended for those who have taken both semesters of Yoruba I. It requires more than a little knowledge of speaking and understanding Yoruba. Therefore, the course continues with elementary lessons such as greetings and self-introduction and finishes up with lessons of self-expression at various everyday services such as grocery, bank, post office, telephone calls, etc. At the end of the session, a good student should be able to:

- (1.0) greet and respond to basic greetings in Yoruba.
- (1.1) construct simple sentences in Yoruba
- (1.2) understand the cultural context of the language.
- (2.0) read and comprehend simple passages in Yoruba
- (3.0) write/compose a reasonable amount of Yoruba
- (4.0) appreciate the histories and current developments of Yoruba people and their language.

How well you perform at the end of the course depends to a great extent on the foundation you lay at the beginning of the course. A lot depends on you and how much you are willing to make use of all the available resources that will be introduced to you. At least an hour a day outside of class practice will contribute to good success.)

REQUIRED TEXTS.

Our main text for the course will be : Schleicher, A. Y. F. (1998) *Jẹ K'a Ka Yorùbá* New Haven & London: Yale University Press. (ISBN Number 0-300-07145-0). Bring your old personal copy to class. A Yoruba-English Dictionary is also recommended
- AKOYE: Online Yoruba Material (www.africa.uga.edu/Yoruba/)

ATTENDANCE POLICY

It is important you attend classes 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 a total of 40 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:

<i>Class attendance and class assignments:</i>	100
<i>Daily Journals and Group presentations</i>	100*
<i>Weekly Tests Fridays</i>	300 (Including unannounced quizzes)
<i>Take-Home Tests</i>	100*
<i>Oral Exams</i>	150* See below for dates and notes
<i>Final Semester written examination:</i>	250* See below
<u>Total:</u>	<u>1000</u>

Grade Correspondence:

900-1000 = A...

850-899= B⁺

800-849= B

750-799= C⁺

700-749= C

650-699 = D⁺

600-649 = D

500- 599= E

0-499 = F

General

As self-motivated individuals please feel free to ask questions in the class so that I can help you reach your goal(s). 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.

For your journal you need at least 30 entries and the complete number of assignments to score the total number of points

Why Study Yorùbá?

Students cite many reasons for studying Yorùbá, including personal interest in West African cultures, research interests and fulfillment of foreign language requirements. For students of comparative linguistics and socio-linguistics, a study of Yorùbá can help and yield astounding results through an examination of the various changes and differences that occur between the language and the culture in the home base on the one hand and the diaspora on the other. Students of African literatures would also benefit from studying Yorùbá language, literature and culture, as many notable African writers, such as Wole Soyinka, Níyì Òsúndàrè, Femi Òsófisan, are Nigerians. Further, Yorùbá is one of the most studied and researched African languages. There are already two volumes of Yorùbá Metalanguage, and Yorùbá is now being used for serious academic discourses such as Masters and Ph.D. degree theses in some parts of Africa. Its importance as an African language cannot be overemphasized. Due to the number of people for whom Yorùbá is the first language, the political, cultural and social importance of the language within Africa, and the United States' national interests tied to economic and diplomatic relations with Yorùbá-speaking a was recognized among the Less Commonly Taught languages as a first priority language by a national panel of African language teachers.

(Take home assignments: What I have discovered in the study of Yoruba which is different from other languages, one page-10 points

Or My research and this language: What will help my goals and objectives

Important Dates to Note:

SPRING BREAK Spring Break: - March 4th to Saturday 11th (no classes)
Classes end April 19th

Second semester schedule: Each 5mins in class will be reserved for completing the Journal

Week 1- 1/4-1/6...REVIEW OF FIRST SEMESTER YORUBA (2 classes) . How to use the journal

Week 2- 1/9-1/13 - Kíkó awọn ọmọ ní ilẹ̀ Yorùbá Source: Schleicher, Lesson 7. (3 classes)

Talking about the way Yoruba people raise their children at home. Use of Kunle Afọlayan's Àlọ series on YouTube. Watch and write the puzzles in each of the puzzles.. Review of negation (Subject + ko + Verb) ai + Verb...ma + Verb...)

Wednesday: **Reading:** Ìjàpá àti Erin (Apa keji). What has this story got to do with use of animals for the benefit of humans? Write your story using elements from this story. Take home test on Friday, review of the test on

Wednesday including reviews of errors made so far **MLK HOLIDAY Monday 16th January**

Week 3- 1/18- 1/20---Finish the chapter on Kíkó àwọn ọmọ ní ilẹ̀ Yorùbá Source: Schleicher, Lesson 7. (3 classes). Collecting of orìṣirìṣi awọn Òwè and how to use them.

Wednesday: Reworking of Ijapa ati Erin (Apa keji). How else can this story be told. I expect us to stretch our imagination here.

Friday: Iṣe ìjọba ati orìṣirìṣi iṣe. Government jobs discuss the different forms of workers: Self-employed, Federal Government workers; State Government workers; Local Government (County) workers; daily paid workers

Week 4-1/23-1/27-. Essay on the job I will like to do in the future. Talking about different types of government jobs in Yoruba land today Set up a fictitious interview with a worker. Ask about the job, the place of work, when the person goes to work and returns home. Include how much the person receives as income and other pertinent questions. This will be done in the formal and informal mode.

Grammar: Expressing phrases such as “each____”or “every____,” e.g

Source: Schleicher, Lesson 8. Greeting different workers, like hunters, farmers, black smiths, etc.

Week 5- January 30th to 2/1 to 2/3 - *Iṣe ijoba ati oriṣiriṣi iṣe* . Government jobs

Grammar: Expressing comparative and superlative forms

Reading: An essay on *Owó orí*

Monologue: *Iṣe òlópàá* [Source: Schleicher, Lesson 8]

Week 6 2/6 to 2/10 ***Iṣé ibílẹ̀ bi iṣé àgbẹ̀***. Traditional jobs; Talking about the importance of farming in Yoruba land; Different ways to use the word “*Lati*”

Reading: An essay on ***Iṣé ọwọ́***. Source: Schleicher, Lesson 9

Week 7- 2/13 to 2/17- *Iṣé ibílẹ̀ bi iṣé àgbẹ̀*

Talking about the importance of farming in Yoruba land; Different ways to use the word “*Lati*”

Reading: An essay on *Iṣé ọwọ́* (conclude)

Produce the song: *Iṣe agbe ni iṣe ile wa....*

Source: (Conclude) Schleicher, Lesson 9

Week 8- 2/20 to 2/24- *Oúnjẹ síṣè*

Source: Schleicher, Lesson 10

Food preparation---- Describing how a particular food is prepared

Review of the differences between **Fi** and **Lo**; relative clause

Friday 2/24.... Watch the video clip on naming ceremony and read *isomoloruko tabi ikomojade ni ile Yorubá* on page 159.

Week 00 **Spring Break: - March 4th to Saturday 11th**

Week 9- 3/13 to 3/17- Oúnjẹ sísè

Food preparation; (The verbs that go with preparing different foods) Describing how a particular food is prepared, from the cutting to the sprinkling of salt to putting the frying pan on the fire to the actual frying and when it is ready.

Review of the differences between **Fi** and **Lo**; relative clause- Pay attention to the word **ri** and the end of the sentence.

Reading: Essay on “Ayẹyẹ isomọlorukọ ti mo lọ ri ni ilẹ Yorùbá” (Source: Schleicher, Lesson 10)

Àlàyé òwè: Collect more proverbs and answer the question of what the proverbs mean and when they are used. Pages 161 to 162

Week 10 -3/20 to 24- Ririn irinajo--- Taking a trip Source: Schleicher Lesson 11

Describing a trip that was taken (reported speech)

Different ways of using verbs such as **San Vs Sanwo**; **Ji vs Jale-Şe mo le san dọla kan...** **Ko buru sanwo**

Write a passage using these expressions in Yoruba. When do you use **ji** and when do you use **jale**

Week 11- 3/27 to 31- Ririn irinajo Taking a trip

Describing a trip that you are planning to take (Future tense)

Different ways of using verbs such as **San Vs Sanwó**; **Ji vs Jalè**; **Sọ vs Sòrò**

Reading : An essay on **Ànfààni ati ewu ti o wa ninu gbigbe ilú ti o tobi** (Source: Schleicher, Lessons 11). What new expressions do you notice in the passage?

Week 12 4/3 and to 4/7-- Orişiriş ipa ti awọn obinrin n ko in awujọ---- Women's role in different activities. Talking about the role women play in various aspects of life

Grammar: Expressing sentences such as “there is / there is not”

Differences between **ko** and **má** A debate on “Şe ó dára ki obinrin máa şişẹ ni ita gege bi awọn okunrin”
Source: Schleicher, Lesson 12

Week 13 REVIEW, REVIEW, REVIEW

Week 14 Oral exams will start from 20th and end 22nd

Classes end April 19th

FINAL EXAM will take place during the finals week

Orals Let us learn to read and speak Yorùbá

Hand-outs to take note of...

How to read Yorùbá texts: Always remember that each word has a tone and the tone is moderated by the tone marks or their absence on the ‘fáwẹ̀lì’. To read any Yoruba text or passage correctly, you must know how the alphabets **SOUND** and their relationship of the letters to the words.

The sounds of the nasal vowels are not as straight forward as the regular vowels or letters. To read correctly you must make it a point to **LISTEN** to Yorùbá words every day. Is that possible?