

# ÈKÓ YORÙBÁ ÀKÒBÈRÈ

## YOR 1130: 2201-BEGINNING YORÙBÁ I (Fall 2020)

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

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

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

**Èrọ̀ ibánisòrò** (Phone): 273-2959.

**Àkókò ìpàdé** (Period 5): 10:40am to 11:30am

**Kílààsì** (Class Venues): Zoom

**Credit:** 5

**Ìmeèlì** (E-mail): [kodutola@ufl.edu](mailto:kodutola@ufl.edu)

### COURSE DESCRIPTION AND OBJECTIVES

This beginners' course is intended for anyone who wants to acquire some knowledge of Yorùbá culture through its language or wants to develop **speaking**, reading, and writing skills of Yorùbá. Therefore, the course focuses on basic aspects of the culture such as greetings and self-introduction and finishes up with lessons of self-expression at various everyday locations 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) appreciate the cultures and histories of the Yorùbá people
- (2) **speak** a reasonable amount of basic conversational Yorùbá along its cultural context
- (3) read and understand a reasonable amount of elementary Yorùbá,
- (4) write/compose a reasonable lengthy essay in Yorùbá and
- (5) . understand a reasonable amount of elementary Yorùbá when it is spoken to her/him,

(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). A Yorùbá-English Dictionary is also recommended.

**Please Note that there are a number of errors in the text book that are well known to me. So do not despair; as I will point them out to you from time to time.**

### 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 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 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:

<b><i>Class attendance [75] and participation:[25]</i></b>	<b>100</b>
<b><i>Daily Journals and Group presentations</i></b>	<b>100* (also see page 8 for instruction)</b>
<b><i>Weekly Tests Fridays</i></b>	<b>350 (Including unannounced quizzes)</b>
<b><i>Written assignments/special projects</i></b>	<b>100</b>
<b><i>Oral Exams</i></b>	<b>100* dates will be announced</b>
<b><i>Final Semester written examination:</i></b>	<b>250*</b>
<b><u>Total:</u></b>	<b><u>1000 points</u></b>

### 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.”**

### The Structure of Languages: What are your own thoughts on these schools of thought?

“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)

**Class discussion and summary expected the week after**

### 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 slave trade 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.

**PRESENCE AND PARTICIPATION:** Attendance is mandatory and will be taken at the start of each class— it is therefore important you arrive in class on time. I will take points off for each class absence, unless appropriate written justification is provided, or the absence is due to one of the “acceptable reasons” as per UF policies (see link below). Participation in class discussions is crucial, and you are expected to actively contribute to debates if you want to obtain full score in this component. Un-respectful class demeanor is not tolerated. (e.g. during the presence of Guest presenters, please accord them utmost respect).

You can visit this link for concerns about privacy during exams

<https://honorlock.com/studentprivacy/> please, ensure that you have the Honorlock extension added to your Chrome browser prior to taking your exam(s). An error will likely come up if you use a non-supported browser (Firefox, Internet Explorer, etc.).

### **Campus Helping Resources**

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counselling resources. Both the Counselling Center and Student Mental Health provide confidential counselling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The counselling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

University Counselling Center, 301 Peabody Hall, 392-1575; [www.counsel.ufl.edu](http://www.counsel.ufl.edu) (Links to an external site.) (Links to an external site.)

Student Mental Health, Student Health Care Center, 392-1171, [www.hsc.ufl.edu](http://www.hsc.ufl.edu) (Links to an external site.) (Links to an external site.)

Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161

Career Resource Center, Reitz Union, 392-1601, career development assistance and counselling.

### **Students with Disabilities Act**

The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faulty-student disability related issues.

Dean of Students Office, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu).

Do you like courses with African content and you want to know more? Then learn about the many opportunities UF offers to increase your knowledge of Africa:

The Center for African Studies offers many courses with an African content. You can pick up a free booklet with details from 427 Grinter, and ask for more information.

Many stimulating opportunities exist, such as Semester and Summer Study Abroad Programs (including the prestigious Lumbardi Program). For more info contact the CAS deputy director Todd Leedy (427 Grinter; email [tleedy@africa.ufl.edu](mailto:tleedy@africa.ufl.edu)).

## Zoom Etiquette

*Do not share your Zoom classroom link or password with others.*

### **When attending a Zoom class or meeting:**

- Arrive/Zoom in on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.
- Set up and mount the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of your webcam. *For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357).* <https://elearning.ufl.edu/media/elearningufl.edu/zoom/How-to-Join-a-Meeting.pdf>
- During class session, set yourself on mute unless you want to speak or you are called upon.
- If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.
- Your webcam must remain on throughout the class hour.
- When you are assigned to a breakout room, enable your webcam and microphone so that your partners may hear and see who they are working with.
- Dress appropriately for class. Even though you may be alone at home your professor and classmates can see you.
- Find a quiet indoor space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for schoolwork in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature. Be sure to avoid using backgrounds that may contain offensive images and language.
- Refrain from eating during the class hour, as you would in a face-to-face course.
- Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.
- Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly.
- Relax and enjoy class! Remote learning presents some challenges but many rewards as well.
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**NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE** depending on the speed at which the class can go. I will tell you when there are changes and also when assignments are due.

I will try as much as possible to follow the textbook page by page including the exercises/ work to be done (known in Yoruba as **lṣẹ atiléwá**)

**Ọ̀sẹ̀ Kíní (1<sup>st</sup> Week)...** This is the week for general introduction to the language and the culture. 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 Yorùbá people. I will also give you important milestones you need to pay attention to as the academic year progresses. These are friendly milestones that will help monitor your progress.

**1<sup>st</sup> & 2<sup>nd</sup> Weeks** (August 31/ September 1<sup>st</sup> to 4<sup>th</sup>) Source: Schleicher, **Preliminary lesson**

**Ọjọ ajé [8/31- Monday]: General introductions, the Instructor, the course, learning strategies,** the structure of your textbook, and how you can make good a grade! What did you take away from class today? Record what you recalled.

**(9/1-Tuesday) Recap of last lesson**

- Social Communication: Greetings, responses, & gestures (pp. 1-3).
- Yorùbá alphabets and tones (pp. 4-5)

**(9/2-Wednesday) ---Recap of last lesson. Yorùbá names, meanings and ceremonies (pp. 8-9)**

**(9/3-Thursday).** Language Lab days--Thanking people and common classroom expressions (Page 11)

**(9/4-Friday) Culture: Honorific pronouns (The use of **È, 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 (9/8) 4th per.**

**Please Note:** Use of Internet resources for practicing oral exercises is highly recommended.

**Ọsẹ̀ kejì—2<sup>nd</sup> Week – September 7<sup>th</sup> to 11<sup>th</sup>** (Labour Day September 7<sup>th</sup> No classes)

**Ọjọ isẹgun (9/8-Tuesday) : Recap of last week's lesson** More exercises on Tones (pp. 6-7).

- Learning names of objects (pg. 10).
- Classroom expressions (pg. 11). This will help you replace some of your usual English expressions
- Class activity: Kí ni orúkọ mi? Kí ni orúkọ ẹ

**Culture:** Division of a day and associated greetings among the Yorùbá people (pg. 13).Note: È ku + a Noun = a form of greeting. È kú iṣẹ ( **I greet you at work**)

Making your personal picture dictionary....Yoruba words + Pictures

- Simple word order (Mo ní.....), **Mo f́c.....**)
- Numeral system (Oódo tí tí dé ẹẹwàá) pg. 14-17

**Ọjọ ru -9/9 Wednesday:** Class exercise: Learning to listen-Dictating simple words.

- Review- alufabeti ati fáwèli
- Where to put tone marks
- Numeral system continues (Oókànlá tí tí dé ogún)

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

**(9/10<sup>th</sup>- Thursday) : ....[Recap of last lesson].(Today is numbers day)**

**Class exercise:** Importance of titles--Learning about common titles (pg. 16). As we learn the numerals we shall learn simple additions and subtraction in Yorùbá (Textbook pp.15-16).

**Home work:** *Learn as many as 5 titles on page 16 of your textbook. Come online prepared for a quick test*

**(9/11<sup>th</sup> -Friday): Language practice--  
[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 how to type Yorùbá words on a computer

**Òsè kẹta titi de òsè kerin -- 14<sup>th</sup> to 18<sup>th</sup> Week (September 14<sup>th</sup>-18<sup>th</sup>/21-25<sup>th</sup> )**

**Source:** Schleicher : Lesson 1

**(9/14<sup>th</sup>- Ọjọ ajé [Monday] What have we learned so far?**

**Home Work:** Bring to class 5 pictures of any of the objects on pages 17 & 18 of your text-book..(Jé K'á sv Yorùbá) **due 9/18**

**(9/15<sup>th</sup>-Tuesday) Recap of last lesson ---** We continue with more titles (like ogbeni, omidan, oba, oloye) and when to use them. We shall follow with pronunciation & tones Pages 17 to 18

Numbers: Ònkà, ònkaye àti ònkàpò

**Class activity:** Move around fellow classmates online; greet them in Yorùbá and tell each person your name.

**Òrò ati ìtumò (words and meanings) Pg. 18** What other words would you like to know their meaning? Also please think about how you intend to retain the sounds and meanings of these new words. Make time to come talk to me during my office hours.

**(9/16<sup>th</sup>-Wednesday) Recap of last lesson/ learning to speak**

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

**(9/17<sup>th</sup>-Thursday)** This session will dedicated to Language practice.

**(9/18<sup>th</sup>-Friday)** There will be a test and quick summary of the third week. **By now you should have mastered the Yoruba alphabets, numbers 1 to 10 and a few phrases**

**Ọṣẹ kẹrin- 4<sup>th</sup> Week** (September 21<sup>th</sup> -25<sup>th</sup>)..... Source: Schleicher, **Lesson 1**

**Ọjọ ajé** Monday 21<sup>th</sup> - **Ọjọ iségun** [Tuesday] 12<sup>th</sup>

Introducing Yourself in Yoruba. Tell me your name, where you are living presently etc.

**Subject Pronouns:** (pp.23-27) these are pronouns that start sentences in Yoruba.

**Possessive Pronouns:** (Pp. 23-27). These are pronouns that point to ownership like ours, yours, theirs etc.

Numbers: Ònkaye [Cardinals]- pg. 28

Asking for people's names in Yoruba (We need to start learning the question markers like What is/where is..)

**Wednesday 23<sup>th</sup>** : Use of “Kí ni orúkọ rẹ?”; Elision...Sé alafia ni? S’alafia ni (pg. 33)

More tone Drills..... Reinforce the vowels “e” and “c”

**Thursday 24<sup>th</sup>** : This session will be dedicated to Language practice.

**Friday 25<sup>th</sup> September:** Weekly test and a quick summary of the week

**Ọṣẹ karúnún titi de ọṣẹ kẹfà 5<sup>th</sup> & 6<sup>th</sup> Weeks 28<sup>th</sup> to 30<sup>th</sup> /October 1 & 2<sup>nd</sup> [5<sup>th</sup> to 9<sup>th</sup> ].....Lesson 2**

**Ọṣẹ karunun-5<sup>th</sup> Week (September-18<sup>th</sup>-22<sup>nd</sup>)..... Source: Schleicher, Lesson 2**

**Ọjọ ajé** [Monday 18<sup>th</sup>] - Family members-Awvn ẹbí ati mọlẹbí . **Be ready to talk about your own family too**

**Ọjọ iségun** [Tuesday 19<sup>th</sup>]: Ẹbí ní ilẹ̀ Yorùbá (*Families in Yoruba land*)Àṣà ikobirinjọ (Polygamy) page 41

**(Home work-Isé síse 4 page 39- due for Monday 9/28)**

**Wednesday 20<sup>th</sup>:** Learning to talk about your family...prepare a family tree

What new words did you learn this week? Do you know the song, “gbogbo wa ni a fẹran ẹbi...”

**Thursday 21<sup>st</sup>** : Language Lab-Turlington 1341 or in class depending on the lab vacancy.

**Friday 22<sup>nd</sup>:** Weekly test and a quick summary of the week.

**Ọṣẹ kẹfa-6<sup>th</sup> Week (9/28<sup>th</sup> -30<sup>th</sup>- )October 1 to 2... Source: Schleicher, Lesson 2 (pages 42-52)**

Monday 28<sup>th</sup> – Tuesday 29<sup>th</sup>: Bèè ni ati Bèè kó (“Yes/No” Questions). The question marker **Ṣé** is used at the beginning of most questions which could be responded with a yes or no.

**Wednesday-9/30<sup>th</sup> --Question markers continues**

**Thursday:** October 1<sup>st</sup> [**Lang. Lab.**]: Using your phone record any 10 Yorùbá names you learned how to pronounce in any recording device and play back it to me. Due (10/5th)

**Friday October 2<sup>nd</sup>** : Weekly test and a quick summary of the week

**Ojọ ajé [Monday October 5<sup>th</sup> ]-** Expressing likes and dislikes...fẹràn àti kò fẹràn

Talking about different activities.....The progressive marker..”n”...The verb fẹràn...To like, fẹ means to want.

**Tuesday 6<sup>th</sup> :** Conjunctions si and àti...both mean AND but they are used differently.

Relationship between young men and women in traditional Yoruba setting

**Ojọ ru [Wednesday 7<sup>th</sup> ]:** .... Vowels o and v... Traditional education in Yoruba land

**Thursday 8<sup>th</sup>:** Language Lab Language Lab Language Lab Language Lab

**October Friday 9<sup>th</sup> :** Weekly Test...

8<sup>th</sup> to 9<sup>th</sup> Weeks 12<sup>th</sup> to 16<sup>th</sup> / 19<sup>th</sup> to 23<sup>rd</sup> October

Source: Schleicher, Lesson 4

#### 8<sup>th</sup> Week October 9<sup>th</sup> to 13<sup>th</sup>

**Ojọ ajé [Monday-8<sup>th</sup>]-:** Ṣíṣe àpèjúwe ilé-- Describing a house

**Tuesday 9<sup>th</sup>:** Talking about household objects.....

**Ojọ ru [Wednesday 10<sup>th</sup>]** Yoruba traditional houses—Ilé ibilẹ ati ilé igbàlódé

**Thursday 11<sup>th</sup>:** Language Lab

**Friday 12<sup>th</sup> October:** [Weekly test and a quick summary of the week]

#### Week 9 October 19<sup>th</sup> to 23<sup>rd</sup>

**Ojọ ajé [Monday 19<sup>th</sup>]** The verb “to be” Locative form wà, The use of nibo ni?

**Tuesday-20<sup>th</sup> :** Numbers: Ordinals (Ònkàpò) Kini, kejì, keta....

**Ojọ ru [Wednesday- 21<sup>st</sup> ]** Imperative forms, More on Yes/No Questions: Ṣé Reinforcing the consonants **p** and **gb**

**Thursday 22<sup>nd</sup> :** Language Lab

**Friday 23<sup>rd</sup> October:** Weekly test and a quick summary of the week

#### 10<sup>th</sup> Week October 26<sup>rd</sup> to 30<sup>th</sup>..... Source: Schleicher, Lesson 5

**Ojọ ajé Monday26<sup>th</sup> / [ojọ iṣégun-Tuesday 27<sup>th</sup> ]-** How to talk about a person’s nationality

How to talk about a person’s age- **Ṣíṣọ nípa ilú tí èniyàn ti wá àti síṣọ nípa ojọ orí èniyàn**

**Ojọ ru [Wednesday 28<sup>th</sup> ]:** Numbers: 101-200.. Object Pronouns, Colour Terms, Consonants **g** and **j**

**Thursday 29<sup>th</sup> :** Language Practice

**Friday 30<sup>th</sup> October:** Weekly test and a quick summary of the week

**Week 11**—November 2<sup>nd</sup> to 6<sup>th</sup> (Source: Schleicher Lesson 6)

**Ọjọ ajé Monday/[ọjọ iṣẹgun Tuesday]** --Personalities, the notion of “being fat”

**Ọjọ ru [Wednesday-1<sup>st</sup> November]:** describing yourself and members of your family

**Thursday** : Language lab

**Friday:** of November 2020----Weekly test

**12<sup>th</sup> Week -November 6<sup>th</sup> -10<sup>th</sup>** (Source: Schleicher Lesson 6)

**Ọjọ ajé [Monday 9<sup>th</sup> ]:** Recap of last week’s lesson-- The verb “to be” Adjectives and adjectival verbs

**Tuesday 10<sup>th</sup> November:** Using Nàà and Tün, Consonants and s

**Wednesday 11<sup>th</sup> :**

**Thursday 12<sup>th</sup> :** Language Lab **November 10 - 11: Veterans Day**

**Friday 13<sup>th</sup> November:** Weekly test and quick summary of the week

13<sup>th</sup> Week -- November 16<sup>th</sup> -20<sup>th</sup> (Source- Schleicher, Lesson 7)

**Ọjọ ajé [Monday] November 16<sup>th</sup>** – Recounting a trip and activities during a trip

**Tuesday 17<sup>th</sup>** - - Useful expressions in talking about future plans, talking about future activities, with the future marker: Maa

**Ọjọ rú [18<sup>th</sup> Wednesday]- - -** Names of Days, Days of the Week **Conclude Lesson 7**

**Thursday 19<sup>th</sup>: Language lab**

**Friday 20<sup>th</sup> November-** Weekly Test,

14<sup>th</sup> Week - November Monday 23<sup>rd</sup> - 27<sup>th</sup> (Source- Schleicher, Lesson 7)

**Ọjọ ajé [Monday-23<sup>rd</sup> ]-** The relative clause marker ti and other instances it shows up (ohun ti, igba ti, kil’o dé tí)

**Tuesday 24<sup>th</sup>** - Expressing Nígba *Wo?* and ígbà tí, The consonant r--- **Review/Test**

**Ọjọ rú [Wednesday 25<sup>nd</sup>]** - (pre-THANKSGIVING BREAK)

**15<sup>th</sup> Week**—November 30<sup>th</sup>/ **December 1<sup>st</sup>-4<sup>th</sup>** ----- **Lesson 8 Pages 137 to 149**

**Monday-30<sup>th</sup>** - Expressing Kí ni and Ohun tí, Expressing Nígba tí and Nígba ti --bá

**Tuesday-1<sup>st</sup>** : Different modes of transportation. The verbs gùn, wò, bọ̀lẹ̀, a.b.b.l

-Expressing different ways of travelling and talking about previous days (Past tense)

**Ojọ́ rú [Wednesday-2<sup>nd</sup> ]**: Present perfect markers (**ti, kò tîl**), -Habitual marker (**máa n**, the negation is “kì í”) -Use of **ilé, ibi, Ọ̀dò**

**Thursday-3<sup>rd</sup>** : - Language Lab

**Ojọ́ Ẹ̀tì [Friday-December 4<sup>th</sup>**: Weekly test and quick summary of the week

**16<sup>th</sup> Week-** December Monday 4<sup>th</sup> to 5<sup>th</sup> (December 5<sup>th</sup> (Last class for the semester))

**Ojọ́ ajé [Monday-4<sup>th</sup> December]**: Review

**Tuesday-5<sup>th</sup>**: Dates for **Oral Examination will be communicated to you**

**Final written Examination dates are fixed by the register's office**

**Week for Finals: Final Exams December 12 and December 15-18**

December 5<sup>th</sup> (Last class for the semester)

**Keeping a daily R.E.A.P Journal for the Yoruba language class---Expectations from a daily journal:**

The DAILY in front of the journal should tell you that it is meant to be a daily affair. You need a separate note for your journal. The primary objective is to allow you record your impression of what you are learning and how you are coping with difficulties. For the purposes of this assignment; the following are the things I want to read in your daily journal:

- (1) **Date of the entry** for R.E.A.P
- (2) What you learned for that day
- (3) Was the lesson difficult? If yes how do you intend to study for it and understand it?
- (4) If there was a presentation what lessons did you learn from the presentation? This is not about evaluating performances but the substance of the presentation
- (5) Your impression of the main lesson of the day. **\*\* Please Note that the R.E.A.P is different from the notes you take in class. The purpose of the R.E.A.P is for you to reflect on what we learned in class. This way you can quickly detect what you may be finding difficult. We will learn different songs that can help you recall some of the words we will meet during the semester.**

#### **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.

