

ÈKÓ YORÙBÁ ÀKÒBÈRÈ

YOR 1130: 0461-BEGINNING YORÙBÁ I (Fall 2021)

Olùkó (Instructor): Ọgbéni Kólé Òdútólá

Ófisi (Office Location): 351 Pugh Hall

Àkókò rírí Akékòṣí (Office Hours): appointment

Èrọ̀ ibánisòrò (Phone): 273-2959.

Àkókò ìpàdé (Period 4): 10:40 to 11:30am

Kílààsì (Class Venues): CBD 0238

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 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) **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). 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⁺'). 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 [75] and participation:[25]</i>	100
<i>Daily Journals and Group presentations</i>	100* (see page 8 for instruction)
<i>Weekly Tests Fridays</i>	350 (Including unannounced quizzes)
<i>Written assignments/special projects</i>	100
<i>Oral Exams</i>	150* dates will be announced
<i>Final Semester written examination:</i>	200*
<u>Total:</u>	<u>1000 points</u>

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.”

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)

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 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.

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 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 atílẹwá*)

Ọṣẹ Kíní (1st 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 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.

1st & 2nd Weeks (August 23-27th/ 30th –September 3rdFriday) Source: Schleicher, **Preliminary lesson**

Ọjọ ajé [8/23- 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.

(8/24-Tuesday) Recap of last lesson

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

(8/25-Wednesday) ---Recap of last lesson. Yorùbá names, meanings and ceremonies (pp. 8-9)

(8/26-Thursday). Thanking people and common classroom expressions (Page 11)

(8/27-Friday) Culture: Honorific pronouns (The use of *Ẹ, 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 (9/3)** .

Please Note: Language Lab will be **sourced from online**

Ọṣẹ keji—2nd Week - 31st - 4th September

Ọjọ ajé (8/30-Monday) : Recap of last week's lesson More exercises on Tones (pp. 6-7).

- Learning names of objects (pg. 10).
- Classroom expressions (pg. 11). Replace some of your 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: *Ẹ ku + a* Noun = a form of greeting. *Ẹ kú iṣẹ* (*I greet you at work*)

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

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

Ọjọ isẹgun-8/31 Tuesday: Class exercise: Learning to listen-Dictating simple words.

- Review- *alufabeti ati fawèlì*
- Where to put tone marks
- Numeral system continues (*Oókànlá tíí dé ogún*)

Task: Learning common expressions and words for self-introduction

(9/1st- Wednesday) :[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 to class prepared for a quick test*

**(9/02nd - Language Lab will be sourced from online
[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

(9/3rd- Friday)Recap of last lesson/ Weekly Test

Ọ̀sẹ̀ kẹ̀ta titi de ọ̀sẹ̀ kerin -- 3rd to 4th Week (September 7th-11th/14-18th) Source:
Schleicher : Lesson 1

(9/6th- Ọ̀jọ̀ ajé [Monday] No Class Labour Day Holiday

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 9/10**

(9/7th-Tuesday) Recap of last lesson --- We continue with more titles and when to use them. We shall follow with pronunciation & tones Pages **17 to 18**

Numbers: Ọ̀nkà, ọ̀nkaye àti ọ̀nkàpò

Class activity: Move around the class; greet 7 people in Yorùbá and tell them your name.

Ọ̀rọ̀ 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.

(9/8th-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?

(9/9th-Thursday) Language Lab will be sourced from online

(9/10th-Friday) There will be a test and quick summary of the third week.

Milestone: By now, you should have mastered the Yoruba alphabets, numbers 1 to 10 and a few phrases

Ọṣẹ kẹrin- 4th Week (September 13th -17th)..... Source: Schleicher, Lesson 1

Ọjọ ajé Monday 13th - **Ọjọ iségún** [Tuesday] 14th

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 15th : Use of “Kí ni orúkọ rẹ?”; Elision...Şé alafia ni? Ş’alafia ni (pg. 33)

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

Thursday 16th : Language Lab will be **sourced from online**

Friday 17th September: Weekly test and a quick summary of the week

Ọṣẹ karúnún titi de ọṣẹ kẹfà 5th & 6th Weeks [20th to 24th].....Lesson 2

Ọṣẹ karunun-5th Week (September-22nd-26th)..... Source: Schleicher, Lesson 2

Ọjọ ajé [Monday]- Family members-Awọn ẹbí ati mọlẹbí . Be ready to talk about your own family too

Ọjọ iségún [Tuesday]: Ẹbí ní ilẹ̀ Yorùbá (*Families in Yoruba land*)Àṣà ikobirinjọ (Polygamy) page 41

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

Wednesday: 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: Language Lab will be **sourced from online**

Friday: Weekly test and a quick summary of the week.

Ọṣẹ kẹfa-6th Week (9/27th - 10/1st 10/4 to 8th)... Source: Schleicher, Lesson 2 (pages 42-52)

Monday- Tuesday: Bèè ni ati Bèè kó (“Yes/No” Questions). The question marker **şé** is used at the beginning of most questions, which could be responded with a **yes** or **no**.

Wednesday Cardinals and what to take note of in numbers (page 45)..**Numbers 21-100.....**

Negation...Mo fẹ/ N ko fẹ, Nasal Vowels (Fawẹli àránmúpè) an, on, in, un, en

Thursday: [Lang. Lab.]: Record the 10 Yorùbá names you learned how to pronounce in any recording device and play back it to me. Due (10/15th)

Friday 1st October: Weekly test and a quick summary of the week

Oṣẹ keje 7th Week: October 4th to 8th Source: Schleicher, **Lesson 3**

Ojọ ajé [Monday]- 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: 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]: Vowels o and ọ... Traditional education in Yoruba land

Thursday: Language Lab Language Lab Language Lab Language Lab

8th October Friday: Weekly Test... **HOME COMING**

11th to 15th Weeks 11th to 15th / 18th to 22nd October

Source: Schleicher, **Lesson 4**

8th Week October 11th to 15th

Ojọ ajé [Monday]-: Sísẹ àpèjúwe ilé-- Describing a house

Tuesday: Talking about household objects.....

Ojọ ru [Wednesday] Yoruba traditional houses—Ilé ibilẹ ati ilé ìgbàlódé

Thursday: Language Lab

Friday 17th October: [Weekly test and a quick summary of the week]

Week 9 October 18th to 22nd

Ojọ ajé [Monday 18th] The verb “to be” Locative form wà, The use of nibo ni?

Tuesday: Numbers: Ordinals (Ònkàpò) Kini, keji, keta....

Ojọ ru [Wednesday] Imperative forms, More on Yes/No Questions: Sẹ

Reinforcing the consonants **p** and **gb**

Thursday: Language Lab

Friday 22nd October: Weekly test and a quick summary of the week

10th Week October 25th to 29th..... Source: Schleicher, **Lesson 5**

Ojọ ajé Monday/[ojọ iṣégun-Tuesday]- How to talk about a person’s nationality

How to talk about a person’s age- **Sísọ nípa ilú tí èniyàn tí wá àti sísọ nípa ojọ orí èniyàn**

Ojọ ru [Wednesday]: Numbers: 101-200.. Object Pronouns, Colour Terms, Consonants **g** and **j**

Thursday: Language Lab

Friday 29th October: Weekly test and a quick summary of the week

11th to 12th Weeks ...

Source: Schleicher Lesson 6 pages 101 to 118

Week 11-- November 1st to 5th (Source: Schleicher Lesson 6)

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

Ọjọ ru [Wednesday]: describing yourself and members of your family

Thursday: Language lab

Friday:5th of November 2021---

12th Week -November 9th -10th (Source: Schleicher Lesson 6)

Ọjọ ajé [Monday]: Recap of last week’s lesson the verb “to be”
Adjectives and adjectival verbs

Tuesday 9th November: Using Náà and Tün, Consonants and s

Wednesday:

11th Thursday: No classes (Veteran’s day)

Friday 12th November: Weekly test and quick summary of the week

13th to 14th Weeks ... Source- Schleicher, Lesson 7

13th Week -- November 15th -19th (Source- Schleicher, Lesson 7)

Ọjọ ajé [Monday] November 15th – Recounting a trip and activities during a trip

Tuesday 11/16th - - Useful expressions in talking about future plans, talking about future activities, with the future marker: Maa

Ọjọ rú [17th Wednesday]- - - Names of Days, Days of the Week Conclude Lesson 7

Thursday 11/18: Language lab

Friday 19th November- Weekly Test

14th Week - November Monday 22nd - Wednesday 24th (Source- Schleicher, Lesson 7)

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

Tuesday- Expressing **Nígba Wo?** and **ígba tí**, The consonant **r---** **Review/Test**

Ọjọ rú [Wednesday]- (THANKSGIVING BREAK) November-**Thursday 25th -28th**)

15th Week—29^h November/ December 1st to 3rd----- Lesson 8 Pages 137 to 149

Monday- Expressing Kí ni and Ohun tí, Expressing Nígbà tí and Nígbà tí --bá

Tuesday: 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)

Ọjọ́ rú [Wednesday]: Present perfect markers (ti, kò tii), -Habitual marker (máa n, the negation is “kì í”) - Use of ilé, ibi, Ọ̀dọ̀

Thursday: - Language Lab

Ọjọ́ Ẹ̀tì [Friday 3rd Dec]: Weekly test and quick summary of the week

December 6, 7& 8 Review

16th Week- (Classes end on the December 8)

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 Final Exam: 12/17/2021 @ 7:30 AM - 9:30 AM

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 lesson difficult? If yes how do you intend to study for it and understand it?
- (4) If there were group presentations what lessons did you learn from their presentation? This is not about evaluating their performance but the substance of their 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.