

ÈKÓ YORÙBÁ ÀKÓBÈRÈ

YOR 1131: BEGINNING YORÙBÁ I I (Spring 2025)

Olùkó (Instructor): Ògbéni Kólé Òdútólá
Ófisi (Office Location): 351 Pugh Hall
Àkókò rírí Akékòó (Office Hours): by appointment
Èrọ ibánisòrò (Phone): 273-2959.

Àkókò ipàdé (Period 4): 10:40- 11:30am
Kílààsì (Class Venue): MAT 0051 [T/R-MAT 0010]
Credit: 5
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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 services 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). 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 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).

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 [70] and participation:[30]	100* Participation will be decided based on activities.
Daily Journals	75
Conversational practice pieces	25* (A total of 5 during the semester)
Weekly Tests mostly on Fridays	350 (Including unannounced quizzes)
Written assignments 100	(You will be expected to submit 1şş şışe from the textbook*)
Oral Exams	150* dates will be announced.
Final Semester written examination:	200*
<u>Total:</u>	<u>1000</u>

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

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. **ASSIGNMENT:** On a weekly basis choose 10 Yoruba words and practice how to include the appropriate accents markings on them. If you do this; you would have learned a total of 100 words in 10 weeks!!!!

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 11 to 18th

Classes end April 23 2025—

Reading Days: April 27th & 28th

Final Exam: 5/01/2025 @ 12:30 PM - 2:30 PM

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

Second semester schedule

Weeks 1- REVIEW OF FIRST SEMESTER YORUBA (January 13th)

January – 13th 17th

Ọjọ Ajé [Monday]- - - REVIEW OF FIRST SEMESTER YORUBA

Ọjọ ịṣẹgun [Tuesday-14]- Means of transportation; -Expressing different ways of travelling and talking about previous days (page 119)

Ọjọ rú [Wednesday-15]- - - Language Lab Recounting a trip and activities during a trip..

(Source- Schleicher, Lesson 7-page 119-120)

Ọjọ bọ [Thursday-16]-: Continue with lesson 7 Useful expressions in talking about future plans, (the future marker: Maa) [Mo maa rí yin ní ọ̀lẹ́ means.....]

Friday- 17 Continue with 7th lesson.....including things, what we learned last semester....

2nd Week – January-20th to 24th (Source- Schleicher, Lesson 7)

Ọjọ ajé [Monday-20]- Holiday (ko ni si kilaasi)

Ọjọ ịṣẹgun [Tuesday-21]- The relative clause marker **tí** on **page 127 (Read Àṣà òkè olúmọ on page 130)**
Expressing Nígbà **Wo?** and **ígbà tí**, The consonant **R**

Ọjọ rú [Wednesday-22]- Review of Monday and Tuesday lessons (Continue with page 129)

Ọjọ bọ [Thursday-23]-Dialogue- Kunle ati Tunji n sọ nipa nnkan ti wọn maa ẹ (ojú iwé 132)

Ọjọ ẹti [Friday-24]- First practice for Yoruba conversation (A trip I made)* other themes and dates to be announced. (Possible weekly test)

3rd Week January 27th to 31----- 8th Lesson (pages 137 to 149)

Ọjọ ajé [Monday-27]- - Monologue (pages 137 to 138). Also reviewing Kí ni and Ohun tí, Expressing Nígbà ti and Nígbà ti --bá

Ọjọ ịṣẹgun [28th Tuesday]-:Start with Pronunciation & tones pages 133-134. Dialogue page 146-147

Learn words in Asa Alupupu (page 138)

Ọjọ rú [29th Wednesday]: :Review Monday & Tuesday lessons. Practice reading Culture notes on page 145 . Go to Àṣà Gbigbe plu òbí on page 147 (learn to read aloud)

Ọjọ bọ [30th Thursday]- Dialogue on page 146. Present perfect markers (ti, kò tí), -Habitual marker (máa n, kì í). Page 144 -Use of ilé, ibi, ọ̀dò

Ọjọ rú [31st Friday]: Weekly test and quick summary of the week

Ọ̀sẹ̀ Kẹrin [4th Week] February 3rd to 7th

9th lesson- **Àwọn Aṣọ Ìbílẹ̀**- Pages 151

Male clothes, female clothes, children's clothes,

Aṣọ awọṭeṣe----Under wear

Ibọse----Socks

Ibọwọ----Gloves

Yeri eti---Ear Rings

Ẹgba ọwọ----Bangles

Ẹgba ọrun----Neck Lace

Gbolohun: Fi yeri si eti

Ibeere: Se o wọ yeri

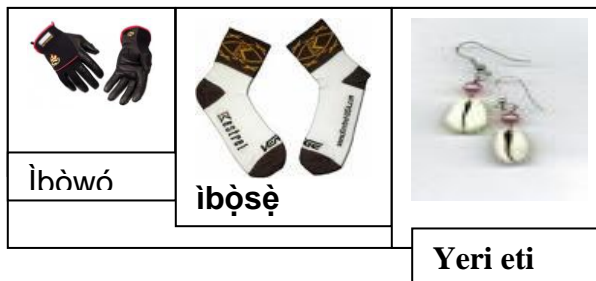
Verbs phrases that relate to wearing clothes, shoes, cap, headgear

Wọ----de.....gẹ....bọ.....we...ro....

Mo wọ bata.....

Mo de fila.....

Mo ro iro.....



Wọ aṣọ Wọ bata Wọ ibọse	De fila Ge fila	Bọ aṣọ Bọ bata	We gele Tú gèlè
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Write 4 men's clothes or accessories and the verbs that go with each in Yorùbá.

Write 4 women's clothes and the verbs that go with each in Yorùbá.

Use **ìmúra** in a complete sentence in Yorùbá.

Activity

Irú aṣọ wo ni o fẹràn lati maa wọ

*You need to know your numerals in the different versions. Onka ati onkaye. The act of haggling or bargaining allows you to offer a lower price compared to what the seller initially wants. So if the seller wants \$30 for the product you can offer \$19 at first and then go up to \$21, if the seller does not agree you can add \$4 more to make \$25. Once the seller says “**mu owo wa**” [bring money] it implies the conclusion of the transaction. You pay and accept the product. **Owo re e** [here is money].*

5th Week..... Feb 10 to 14th- Shopping in an open market system **10th** lesson.....

Themes: How to haggle; Haggling in Yoruba land; Numbers: 200-1000

Expressing Báwo ni? ati Bi a şe n.....

Why questions: Ki 1'o de?; Expressing **Eélòó** and **Oye ti**

Consonant **y** Source: Schleicher, Lesson 10.

Additional materials: Also unit 5--Akoye online

In class activity: Every Wednesday
(Fill in the gaps in front of Òsè.....for 5th week to 15th week below

What are the other question markers you know?.....
.....
.....
.....

6th Week Ọsẹ..... February 17th to 21st

How to tell time.....

[questions to ask about time-ki ni aago wi?]

How to divide days in Yoruba land

Using the verb **fun** ---- **ní**

Difference between **ti** and **pe**

Using **Léhìn**, **Léhìn ti**, and **Léhìn tibá**

Additional material Using **Tán** and **parí**

Watch video on Akoye unit 11 [Kí ni aago wí?]

Consonants **t** and **d** [Source: Schleicher, Lesson 11]

7th Week Ọsẹ.....February 24th to 28

Sísọ nípa óúnjẹ (*Talking about food*)

Expressing hunger and thirst

Cooking among Yoruba people

Prepositional phrases

Gerunds

Expressions that go with meal time in

Yoruba

Additional material-Watch video on Akoye unit 9 [Oríṣìí Óúnjẹ]

Yoruba lullaby

Source: Schleicher, Lesson 12

8th Week Ọsẹ..... March 3rd to 7th

Talking about different professions

Yoruba traditional professions

More on **Nibo?**

Comparative and Superlative form **jùlọ**

Ta ní and **ẹni tí**

Using the words **sọ**, **sòrò**, and **sọ fún**

Difference between **Mọ maa** and **Màá**

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 Yoruba- Source: Schleicher, Lesson 13

REVIEW OF LAST SIX WEEKS (CONVERSATION & DIALOGUE)

March 10th to 14th

REVIEW OF PAST SESSIONS CONTINUES

SPRING BREAK March Saturday15- 22 Saturday

9th weekMarch 24th to 28th

Talking about different ceremonies or important occasions.

Yoruba ceremonies...Ayeye

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.

Source: Schleicher, Lesson 14

10th Week Ọ̀sẹ̀..... March 31st to April 4th

Daily routine...Nnkan ti mo maa n ẹ

Describing a typical day or week

Reflexives **fúnraara**

The verb **tún --se**

More on numerals melòó?: kan, meji, meṭa etc.

Game: Bojúbojú (What do the words in the game mean)

Use the text from Akoye unit 7, especially the intro. On telling time

[Ètò Ojúṣe àti ipín ọjọ]

Vowels **i** and **in** (Source: Schleicher, Lesson 15)

11th Week Ọ̀sẹ̀..... April 7th to 11th

Talking about different languages and countries in Africa

Talking about one's hometown in Nigeria

Prepositions si and ni; Using Jẹ kí

Vowels **on** and **an**

Source: Schleicher Lesson 16

(Use of more textual materials from Akoye)

12th Week Òsẹ..... April 14th to 18th

How to give directions; How to express understanding or lack of understanding of some concept

- Becoming a king in Yoruba
- The particle **ki**
- Vowels **o** and **e**

Using text from Akoye (Source: Schleicher, Lessons 17)

13th Week Òsẹ..... April 21st to 23rd

Review, Review

Reading daysApril 24th to 25th

Final Exam: 5/02/2023 @ 3:00 PM - 5:00 PM

OFFICIAL DESIGNATED READING DAYS - **Reading Days:** April 27th & 28th

Final exams period **Final Exam:** 5/02/2023 @ 3:00 PM - 5:00 PM

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

Signature.....