COURSE DESCRIPTION AND OBJECTIVES
This beginners’ course is intended for anyone who wants to acquire some knowledge of Yorubá language or wants to develop speaking, reading, and writing skills of Yorubá. 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 Yorubá,
2. read and understand a reasonable amount of elementary Yorubá,
3. understand a reasonable amount of elementary Yorubá when it is spoken to her/him,
4. write/compose a reasonable lengthy essay in Yorubá and
5. appreciate the cultures and histories of the Yorubá 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

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

Please keep your cell phones in your bags during the 50 minutes we are in class.

<table>
<thead>
<tr>
<th>Olùkó (Instructor): Ògbéni Kólé Ódútólá</th>
<th>Ọkòkó ipàdé (5th Period 11:45am -12:35): M-F</th>
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<tr>
<td>Òfísí (Office Location): 351 Pugh Hall</td>
<td>Kíláási (Class Venue): MAT 0006</td>
</tr>
<tr>
<td>Àkókó ríí Akékòó (Office Hours): by appointment</td>
<td>Credit: 5</td>
</tr>
<tr>
<td>Èró ibáníṣò̀rò (Phone): 273-2959.</td>
<td>Òmọ̀ (E-mail): <a href="mailto:kodutola@ufl.edu">kodutola@ufl.edu</a></td>
</tr>
<tr>
<td>Office Hours: 6th period on Tuesdays and Thursdays included or you can come any other time by appointment</td>
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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.”
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.

Venues for classes for 5th period – All days except Thursday [Mat 0006]
    Thursdays [Language Lab-Little Hall]

Thursdays we meet in Little Hall Room 215 for periods 5th

Important Dates to Note:

Classes end April 20th 2016
Final exam for 5th period: During the final exams period ----- April 29th 7:30am to 9:30am

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<thead>
<tr>
<th>Grade</th>
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<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>Outstanding Progress</td>
<td>4 grade points</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<td>C</td>
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<td>D</td>
<td>60% - 69%</td>
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</tr>
<tr>
<td>E</td>
<td>0% - 59%</td>
<td>Failure</td>
<td>0 grade points</td>
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Second semester schedule

1st Week -ọ̀ọ̀kìíní--- REVIEW OF FIRST SEMESTER YORUBA (January 5th to 9th)

Ọjọ́ lòségun [Tuesday 5th]- - - REVIEW OF FIRST SEMESTER YORUBA and this syllabus. Review classroom expressions especially those useful in class and cardinals (onkaye), ordinals (onkapo)

Ọjọ́ rú [Wednesday 6th]- (Source- Schleicher, Lesson 7). Recounting a trip and activities during a trip.. The relative clause marker ti on page127 Expressing Kí ni and Ohun tí, Expressing Nígba tí and Nígba tí --bá (Read Àṣà òkè olúmọ on page 130)

Ọjọ́ bọ [Thursday 7th]-: Language Lab Useful expressions in talking about future plans, talking about future plans, the future marker: Máa [Mo máa rí yin ní ọ̀la] A maa jẹ ọ̀ọ̀kìíní ni irolé. Expressing previous days Fun àpẹẹrẹ..

Friday 8th -Expressing Nígba Wo? and ígbà tí, The consonant r; including things what we learned last semester….

Week 2 – January-11th to 15th (Source- Schleicher, Lesson 8 Mode of transportation)

Ọjọ́ ajé [Monday 11th]- Monologue on page 137, learning different modes of transportation

Ọjọ́ lòségun [Tuesday 12th]- Verbs that go with each mode of transportation

Ọjọ́ rú [Wednesday 13th]- Girámà: Present perfect ti as in has or have. I have eaten. Practice habitual tense marker maa n and its negation (p.142); -Use of ilé, ibi, òdò (p. 144)

Ọjọ́ bọ [Thursday 14th]- Language Lab: practice for Yoruba conversation (A trip I made)* other themes and dates to be announced

Ọjọ́ ẹtì [Friday 15th]- First practice for Yoruba conversation (A trip I made)* other themes and dates to be announced

Week 3 January 18th to 22nd----- Conclude Lesson 8 start lesson 9 (p. 151)

Ọjọ́ ajé [Monday]- - 18th Holiday [MLK Day]

Ọjọ́ lòségun [Tuesday 19th]-: Conclude lesson 8, Girámà-present perfect markers (ti, kò tí i), -Habitual marker (máa n, kí i);iru .....wo (p. 154)*

Ọjọ́ rú [Wednesday 20th]: : - go through Monologue p. 153, start on Clothing page 151- Expressing different ways of dressing and talking about the verbs that go with male and female clothes

Ọjọ́ bọ [Thursday 21st]- Language Lab:

Ọjọ́ rú [Friday 22nd]: Quick summary of the week, review of the Birthday Cards made.

Ọsẹ̀ Kèrinn [4th Week] January 25th to 29th- Practice talking about clothes and your birthday (p.146).

What new words have you learned about clothes in Yoruba Culture?

Monday 25th : Clothing and associated verbs pages 151 to 153
Tuesday 26th : Dialogue on page 160 about sewing of clothes
**Language Lab:** Every Thursday in Little Hall Room 215

**PRACTICE**-(Fill in the gaps in front of Ösè………for 5th week to 15th week below)

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**Wednesday 27th** - *Iṣẹ̀ àtéléwá:* Work from Home-Bring pictures of Yoruba clothes for males and females. Include the verbs for the different clothing. **Due on Thursday** during the language lab 1/28/16

**Thursday:** Language Lab:  *Talk about clothes and your birthday* (p.146)

**Friday 29th** Weekly Test and other matters

**5th Week Ọ̀sẹ……….February 1st to 5th** (You need to know your numbers for this section)

Shopping in an open market system: How to haggle…Bi a ọ̀ n nájà

- Haggling in Yoruba land; Numbers: 200-1000; Expressing Báwo ni? and Bi a ọ̀ n……
- Why questions: Ki l'ọ de?; Expressing Eélóó ni and Oye tì

Consonant y  [Source: Schleicher, Lesson 10.]

There are different types of markets in the Yoruba culture: what are the implications of markets like these? What can we learn about negotiations? Is life a market place? Ayé ni ọjà [ayé lọjà] Why is it so?

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**6th Week Ọ̀sẹ……….February 8th to 12th**

- Using the word *fun* ----------------- ni (refer to your classroom expressions for this one)
- Difference between tì and pe…more like a review of that
  - Using Léhin, Léhin tì, and Léhin tì ……bá
- Using Tán and parí …both are verbs for finish. Pari has a noun form iparí (means the end)

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

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**7th Week Ọ̀sẹ……….February 15th to 19th** *How to tell time...*[Source: Schleicher, Lesson 11]

- [questions to ask about time-ki ni aago wi?] How to divide days in Yoruba land;
- **Watch video on Akoye unit 11** [Ki ni aago wi?] Review last lessons and words learned during the week

**REVIEW OF LAST SIX WEEKS**

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**8th Week** …February 22nd to 26th- *Talking about food*--Expressing hunger and thirst

Cooking among Yoruba people; Prepositional phrases; Gerunds; Expressions that go with meal time in Yoruba

**Watch video on Akoye unit 9** [Oríṣìí Ọ̀njẹ̀] Y oruba lullaby-Source: Schleicher, Lesson 12 *Talking about different professions*---Yoruba traditional professions; More on Nibo?; Comparative and Superlative form julv; Ta ni and cni tì; Using the words sọ, sọ̀rọ̀, and sọ̀ fún; Difference between *Mo maa* and Maa [Also unit 5–Akoyé online] *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 Yorùbá.

Source: Schleicher, Lesson 13

10th Week - ……March 7th to 11th ---Talking about different ceremonies or important occasions

Yoruba ceremonies…Ayẹyę
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

11th Week ọ̀sẹ…………… [March 14th to 18th]

Daily routine…Nankan ti mo maa n ṣe
Describing a typical day or week
Reflexives fúnraara
The verb tún --se
More on numerals melòó?: kan, mejì, mèta etc.
Game: Bojúbojú
Use the text from Akoye unit 7, especially the intro. On telling time
[Étó Ojúṣẹ ọ́tì ipín ọ́jọ]

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

12th Week Ọ̀sẹ…………… [March 21st to 25th] Talking about different languages and countries in Africa------ Note the use of the expression tọọ́tọ

Talking about one's hometown in Nigeria
Prepositions si and ni
Using Jẹ́ kí……..

Vowels on and an (These are nasal vowels we encountered last semester)

Source: Schleicher Lesson 16 Pages 265 to 277 (Use of more textual materials from Akoye)

13th Week ọ̀sẹ…………… March 28th to 31st ; April 1

How to give directions.. Bí a șe n júwe ọ̀nà (see page 281 for a layout of a typical town)
How to express understanding or lack of understanding of some concept
Becoming a king in Yoruba. Ọ̀ba jijẹ ni ilẹ́ Yoruba (page 283)
The particle ki
Vowels o and e
Using text from Akoye (Source: Schleicher, Lessons 17)

14th Week ọ̀sẹ…………… April 4th to 8th Dialogue on page 287
Then lesson 18 (University life in Nigeria) Expressions to learn pertain to how different institutions are named.
The concept of Nursery schools as a place children go so that the home would be quiet.
The Culture of schools among Yoruba people
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”


Lesson Notes: Ojọ Iṣogun [20th Tuesday]: Conclude lesson 8, Girama-present perfect markers (ti, kò ti i), -Habitual marker (máa n, kl f); irú ...... wo (p. 154)* Lessons for Tuesday- How to express past tense using have/has/had ti; the negation of ti as kò i ti f; grammatical construction with ri at the end; QUESTION MARKERS that have wo as part of them; Tense markers…máa n and its negation kl f; NEW words and expressions