**STANFORD UNIVERSITY**

**STANFORD LANGUAGE CENTER**

**AFRICAN AND MIDDLE-EASTERN LANGUAGES AND LITERATURES PROGRAM**

**AMELANG -187 C - Beginning Yoruba Language Syllabus**

Third Quarter: Spring 2018-2019 Dr. Adeyinka Fashokun

Days: Tuesdays and Thursdays 1.925.267.4229 (H)

Time: 6:00pm-7:50pm 1.510.219.1984 (C)

Building 160, Room 35 fashokun@stanford.edu

Units: 4 units

Office Hours: 8:00pm – 8:30pm Tuesdays

### Required texts

Je K’A Sae Yoruba by Antonia Y. Faelarin Schleicher (1993)

Modern Practical Dictionary by Kayode J. Fakinlede (2006)

**Optional Texts and CD-ROM**

Iwe Kiini – Alawiye by J.F. Odunjo (1970)

Iwe Keji – Alawiye by J.F. Odunjo (1971)

Je K’A Sae Yoruba Companion CD-ROM by Antonia Y. Faelarin Schleicher (1997)

Various Yoruba Documents, Newspapers, Reader, will be brought and introduced by Dr. Fashokun as extended resources for Yoruba learning.

Yoruba Language Brief background

Yoruba is one of the three main languages of Nigeria. There are about 30 million speakers of the language in the south western part of Nigeria. It has about twenty dialects which show phonological and lexical differences.

Some of these dialects are also spoken around the border of Nigeria and the Republic of Benin and part of Togo. The language has also survived in Cuba (where it is called Lukumi) and in Brazil (where it is called Nago).

Aside from these various dialects, there is Standard Yoruba, which is used for educational purposes, (e.g., in the newspapers, on the radio, and in schools). This Standard form is understood by speakers of the various dialects.

**Course Goals and Description**

This course provides an introduction to the Standard Yoruba language and culture. The primary goal of the course is to provide the students with the spoken knowledge of the language. However, by the end of the course, students should have also acquired some knowledge of reading and writing in the language. Emphasis will be put on listening, speaking, reading and writing through communicative activities, enabling the students to perform various tasks. The course is in preparation and prerequisite for a higher level of Yoruba Language acquisition.

**Course Standards and Objectives**

**Standard I:** Interpersonal Communication Skills:

Students will be able to engage in simple conversations and exchange of information on a variety of everyday life topics using appropriate forms and basic grammatical structures in Yoruba.

**Standard II:** Interpretative Skills:

Students will be able to understand spoken Yoruba on a limited number of familiar topics and respond to common social questions using sentences with simply grammatical structures and rehearsed phrases.

**Standard III:** Presentational Skills:

Students will be able to make a short oral presentation or write a short (about a page) structured essay related to course material.

By the end of this course, the students are expected to be;

* able to produce some beginner level sentences
* able to use basic vocabulary.
* acquiring general knowledge about the Yoruba and Yoruba Culture.
* developing and using language learning strategies that will help not only with improving their Yoruba (1998)

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| **Weeks 1&2** Describing what people wear and how they dress  Interrogative adjectives ----wo? or irú ---wo  Use of fi and lò  Different verbs of clothing  Formal and informal dressing among the Yoruba   Elision  Vowels i and e  Game: ¿y÷ M÷ta Tolongo Wáyé Source: Schleicher, Lesson 9 |
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| **Weeks 3&4** Shopping in an open market system  How to haggle  Haggling in Yoruba land  Numbers: 200-1000  Expressing Báwo ni? and Bí a se  Why questions: Kí l'ó dé?  Expressing Eélòó and Oye tí   Consonant y Source: Schleicher, Lesson 10  MID TERM | |
| **Weeks 5&6** How to tell time  How to divide days in Yorubaland  Using the word fún ---ní  Difference between tí and pé  Using Lêhìn, Lêhìn tí, and Lêhìn tí --bá  Using Tán and parí  Readings from Odunjo  Consonants t and d Source: Schleicher, Lesson 11 | |
| **Weeks 7&8** Talking about food  Expressing hunger and thirst  Cooking in Yorubaland  Prepositional phrases  Gerunds  Meal time in Yorubaland  Readings from Odunjo  Yoruba lullaby Source: Schleicher, Lesson 12  **Week 9** **REVIEW, REVIEW, REVIEW**  A visit to Miliki, A Nigerian Restaurant | |

**Student Assessment and Evaluation**

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| Attendance and class participation | 20% | Students are expected to attend class regularly and to have done the assignments for that day. The class participation grade will be based on whether the student is prepared for the class. Students are encouraged to ask questions, participate in drills and discussions, and volunteer answers. More than THREE absences will lower the class participation grade. Coming too late to class will also affect your class participation grade. |
| Quizzes | 20% | There will be a short quiz on every Thursday of the week apart from the first Thursday of the semester. Ten of these quizzes will count towards the 20% of the total grade. There will be no make-up quizzes except for unavoidable circumstances. |
| Written assignments | 20% | Written assignments will be graded. I will announce when they are due. Ten of such graded assignments will also count towards 20% of the total grade. |
| Midterm exam | 20% |  |
| Final exam | 20% |  |

## Special Accommodations:

If you require special accommodations for this class, please let me know as soon as possible. This applies to students with DSP letters, student athletes, students with childcare responsibilities and transfer students. You are never required to tell me personal information; however, if you are having problems that affect your ability to attend, participate, or keep up with the workload in this class, please don’t wait until right before the exams or papers to ask for help, and don’t just disappear. I may be able to help you or direct you to someone else who can help you. I’m here to help you learn.

"Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an *Accommodation Letter* for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066)."

**Statement on Academic integrity and outside Assistance:**

All work you turn in must be your own. This means no borrowing of ideas or wording from friend’s work, other authors’ work, or the Internet. Any time another person’s work is used, it absolutely must be cited properly. If there is evidence that your work has been plagiarized or that any other form of cheating has occurred, you will receive a failing grade for the class.

Note that all students are expected to abide by the Stanford Honor Code with regard to class work, activities, and assignments related to their language classes: <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>. Plagiarism refers to the unattributed, direct copying of language and/or ideas from a source other than you. This includes translations of source material into the target language. Plagiarism is strictly forbidden as a part of Stanford's Honor Code.

**Learning Tips:**

* Do a little bit every day; set yourself a goal of learning a certain number of new words every day, say 5-10.
* Don’t worry too much about making mistakes.
* Don’t wait until you can speak the language perfectly- speak to yourself!
* Use what you learn as soon as you have a chance.
* Review previous lessons frequently.
* Participate in choral repetition. It helps building the skills needed for individual production.
  + Open your mind to the different and to the new. Comparing Yoruba to English will not help. Also try avoid any prejudices and misconceptions.
* Be positive about your achievements!
* Listen carefully.
* Don’t give up!
* Enjoy yourself!

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| Assistance on take-home written assignments may take various forms. We expect you to use dictionaries and grammar books in the composition process. Under no circumstances is another person to compose an essay for you or contribute to the ideas or substantive expression of individual assignments. For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount of assistance you have received on any written or oral assignment.  We do not discourage assistance in the preparation of oral assignments. It is always helpful to have another person listen to you practice your oral presentations and provide helpful feedback on your manner of expression. Of course, under no circumstances is another person to compose or develop your oral presentation for you or contribute to its ideas or substantive expression. In preparing for oral interviews, it is always helpful to practice conversation with native speakers or someone more knowledgeable in the language. Divulging the content of the interview, as with any exam, is not permitted, as this violates Stanford's Honor Code.  **Statement on Electronic Testing:**  The testing program in the Stanford Language Center meets Stanford's Fundamental Standard. When you log into an examination or diagnostic assessment, whether oral or written, you are indeed bound by Stanford's Honor Code. Our electronic tests are timed tests that are to be taken in the Digital Language Laboratory facility. Ancillary materials (notes, print or online resources) are not be used at any time when you are logged into a test |

**Suggested Attendance Policy Guidelines for the Stanford Language Center**:

Students are to attend and actively participate in all hours of language instruction. For most languages, this means 50 hours per quarter.

Given the complexity of distinguishing between the concept of 'excused' versus 'unexcused' absences, Language Center guidelines refer only to 'absences.' The record of absences should not be included in the grading scale (i.e., the performance grade) but rather in the overall final grade.

Each absence of one class hour should be the equivalent of a 2% deduction from the final class grade; i.e., missing a week of class (10%) = a 90% ceiling for calculating a final grade. As an example, a performance grade of 90% with 3 absences is equal to 84% as the final grade.

If students expect or even anticipate exiting from classes for some reason (such as athletic performances or job interviews), they should choose to take a language class during some other quarter.

**Grading scale:**

The following scale may be used to determine a student's final grade:

A+ 98-100 B+ 88-89 C+ 78-79 D+ 68-69  
A 93-97 B 83-87 C 73-77 D 63-67  
A- 90-92 B- 80-82 C- 70-72 D- 60-62

**Important statement regarding students with documented disabilities:**Students who have a disability which may necessitate an academic accommodation or the use of auxiliary aids and services in a class must initiate the request with the Disability Resource Center (DRC). The DRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is made. Please contact the DRC as soon as possible; timely notice is needed to arrange for appropriate accommodations.

**Statement on Academic Integrity and Outside Assistance:**All students are expected to abide by the Stanford Honor Code with regard to class work, activities, and assignments related to their language classes: <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.h>tm. Plagiarism refers to the unattributed, direct copying of language and/or ideas from a source other than yourself. This includes translations of source material into the target language. Plagiarism is strictly forbidden as a part of Stanford's Honor Code.