

## AASP299Y: Elementary Yoruba I; Fall 2018

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**Course Info:** Yoruba 100 - Elementary Yoruba 1; Fall 2018; Mondays 3:30 p.m. - 4:45 p.m.

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**Office Hours:** By scheduled appointment only (Must be scheduled 2 days in advance)

**Elms site or Course webpage:** N/A

**Required Texts and Technology:** Textbook: *Colloquial Yorùbá – The Complete Course for Beginners* by Antonia Yetunde Folarin Schleicher. ISBN-13: 978-0415700603  
ISBN-10: 0415700604

Available for purchase on Amazon <https://www.amazon.com/Colloquial-Yoruba-Complete-Course-Beginners/dp/1138960438>

**Pre- or co-requisites:** None

**Course Description:** This is a beginner's course for anyone who has had little to no exposure to Yorùbá or those who know Yorùbá but would like to learn how to read and write in the language. The main focus of this course will be basic greetings, sentence structure and vocabulary.

No prior knowledge of Yoruba is required. We will begin the semester by first understanding the basics of Yoruba language (alphabet and tones). We will then progress to understand greetings and proper ways of introducing oneself. Finally, we will complete the semester by introducing lessons on sentence structure and verb conjugation. It is important to understand the culture behind Yoruba language, thus, lessons on traditional Yoruba culture will also be incorporated throughout the semester. Through weekly lessons and activities, we hope to build your confidence when speaking Yoruba and also help you build community with other students on campus.

### **Course Goals:**

By the end of the semester students should be able to:

- 1) Speak a reasonable amount of basic elementary Yorùbá
- 2) Read and write a reasonable amount of elementary Yorùbá
- 3) Understand a reasonable amount of elementary Yorùbá
- 4) Identify themes in Yoruba culture

**Expectations and Grading Procedures:**

Each unit will cover a wide range of topics within a certain theme. New vocabulary will be introduced each week to allow students to combine the grammatical and structural concepts learned in class with the vocabulary they study on their own.

The exams will test students' ability to write, read, and comprehend the language. The final project will test student's oral skills, with special attention to correct pronunciation and tone.

Missed Exams: Only in cases deemed acceptable by the instructor, will missed quizzes/exams be offered again as make-up. Missing an exam without a University Accepted excuse and correct documentation will result in a grade of zero on that quiz/exam.

As the semester progresses, students will be encouraged to speak in the language using skills they have learned.

Order of Units:

- Unit 1: The Basics
- Unit 2: Sentence Structure
- Unit 3: Putting it All Together

**Grading**

Title	Percentage	Description
Homework	10%	There will be 10 homework assignments to help students practice speaking and comprehension.
Participation	20%	In-class engagement and completion of activities
Quizzes	15%	There will be 7 quizzes to test students' knowledge and understanding of material.
Midterms	25%	There will be 2 midterms total, one after each unit (except for unit 3), to test students' mastery of course content.
Final Assessment	30%	There will be a final project to test students' mastery of oral presentation in Yoruba.

Grade	Percentage
A+, A	94–100%
A-	90-93.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
C-	70-73.9%
D+	67-69.9%
D	64-66.9%
D-	60-63.9%
F	≤ 59%

**Communication about this course:**

The primary mode of communication for this class will be via email. Any changes to the syllabus, assignments, or other aspects of the class will be sent to you by email. Please ensure to keep your email address up to date and check your email regularly for updates.

**Emergency protocol:** In the event that the University closes for an extended period of time, lectures will be recorded and placed on the class ELMS site. Quizzes and assignments will be submitted online through ELMS as well.

**Course Schedule**

Date	Topic	Assignment Due
08/27	<b>UNIT ONE - THE BASICS</b> Lesson 1: Overview of Class    Introduction to Yoruba Culture	

<b>09/03</b>	Labor Day - No class	
<b>09/10</b>	Lesson 2: Introduction to Basics (Alphabet, Tones, & Nasal Vowels)	
<b>09/17</b>	Quiz 1: Yoruba Alphabet  Lesson 3: Greetings (Culture Lesson)	Homework 1 Due: Yoruba Alphabet
<b>09/24</b>	Quiz 2: Greetings  Lesson 4: Verbs and Verb Tenses	Homework 2 Due: Greetings
<b>10/01</b>	Quiz 3: Verbs and Verb Tenses  Lesson 5: Numbers (1-20)	Homework 3 Due: Verbs
<b>10/08</b>	Exam 1 <ul style="list-style-type: none"> <li>- Alphabet, Tones, &amp; Nasal Vowels</li> <li>- Greetings</li> <li>- Verbs and Verb Tenses</li> <li>- Numbers (1-20)</li> </ul>	
<b>10/15</b>	<b>UNIT TWO - SENTENCE STRUCTURE</b> Lesson 6: Subject and Possessive Pronouns & Honorific Pronouns (Culture Lesson)	Homework 4 Due: Numbers (1-20)
<b>10/22</b>	Quiz 4: Subject and Possessive Pronouns  Lesson 7: Sentence Markers	Homework 5 Due: Subject and Possessive Pronouns
<b>10/29</b>	Quiz 5: Sentence Markers  Lesson 8: Question Forms - What, Where, and When	Homework 6 Due: Sentence Markers
<b>11/05</b>	Quiz 6: Question Forms - What, Where, and When  Lesson 9: Question Forms - Why and How	Homework 7 Due: Question Forms - What, Where and How

<b>11/12</b>	Exam 2 <ul style="list-style-type: none"> <li>- Subject and Possessive Pronouns &amp; Honorific Pronouns</li> <li>- Sentence Markers</li> <li>- Question Forms - What, Where, and When</li> <li>- Question Forms - Why and How</li> </ul>	
<b>11/19</b>	<b>UNIT THREE - PUTTING IT ALL TOGETHER</b> Lesson 11: Prepositions and Conjunctions and Rapid Speech	Homework 8 Due: Question Forms - Why and How
<b>11/26</b>	Quiz 7: Prepositions and Conjunctions  Lesson 12: Commands	Homework 9 Due: Prepositions and Conjunctions
<b>12/03</b>	Lesson 13: Review	Homework 10 Due: Commands
<b>12/12</b>	Final Exams Begin	Final Project Due on Class Exam Day (December 14 @ 3:30)

*A student may seek to reschedule final examinations so that he or she has no more than three (3) examinations on any given day. It is the responsibility of the student to initiate the rescheduling or be responsible for taking the examination as originally scheduled.]*

### **Course Procedures and Policies:**

Link to official University of Maryland course policies: <http://www.ugst.umd.edu/courserelatedpolicies.html>

### **Attendance and Absences:** [ [V-100\(G\) University of Maryland Policy on Excused Absence](#)

Students are allowed two (2) unexcused absences before participation points are deducted from their grade. Excused absences must be validated with proper documentation and must be presented to the professor before the absence or as soon afterwards as possible. Events that justify an excused absence include: religious observances; mandatory military obligation; documented illness of the student or of an immediate family member; participation in university

activities at the request of university authorities; and compelling circumstances beyond the student's control (e.g., death in the family, required court appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.

In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical. The student must provide appropriate documentation of the absence. The documentation must be provided in writing to the instructor by the means specified in this syllabus." Please feel free to insert your language in the syllabus here.]

**Academic integrity:**

(<https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>).

The UMD Honor Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not exempted by the instructor, students must write by hand and sign the following pledge:

*I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

Allegations of academic dishonesty will be reported directly to the Student Honor Council:

<http://www.shc.umd.edu>

Students who engage in academic dishonesty in this course will receive no points for the assignment in question, and will be immediately reported to the Honor Council and Office of Judicial Programs for further action. There will be no warnings. Remember, cheating, plagiarism or other types of fabrication are never worth it." Definitions for plagiarism, fabrication, cheating, etc. can be found at: <http://www.ugst.umd.edu/courserelatedpolicies.html>.

**Accessibility and Disability Support:** (<https://www.counseling.umd.edu/ads/>). Students with a documented disability should inform the instructors within the add-drop period if academic accommodations will be needed. NB: You are expected to meet with your instructor in person to provide them with a copy of the *Accommodations Letter* and to obtain your instructor's signature on the *Acknowledgement of Student Request* form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS) at 301-314-7682 or [dussup@umd.edu](mailto:dussup@umd.edu).

**Copyright notice:** Class lectures and other materials are copyrighted. They may not be reproduced for anything other than personal use without written permission from the instructor. Copyright infringements may be referred to the Office of Student Conduct.

**Academic accommodations for students who experience sexual misconduct:**

<http://www.president.umd.edu/administration/policies/section-vi-general-administration/vi-160a-0>.

The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence as defined by the University's Sexual Misconduct Policy. To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. As 'responsible university employees' faculty are required to report any disclosure of sexual misconduct, i.e., they may not hold such disclosures in confidence. For more information: <http://www.umd.edu/ocrsm/>]

**Diversity:**

<https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-900A.pdf>

Feel free to compose your own statement, such as

The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate.

*[Finally, remember to list any other policies relevant to your course, e.g., expectations for students' use of electronic devices, laptops, eating and drinking during class, etc. NB: If you want a 'no laptops' rule it is suggested that you put in a proviso for students with learning disabilities who may need to rely on that medium for note-taking.]*

For information on elms, counseling, health, learning workshops, tutoring, writing help, student rights in undergrad courses, questions about graduation or add/drop/withdraw, please see <http://www.ugst.umd.edu/courserelatedpolicies.html>