

Wisconsin Intensive Summer Language Institutes
Intermediate/Advance Yoruba

By the end of the program, you will complete two four-credit language courses.

TIME: 9:00am — 2:00pm M – F (Synchronous)

PLACE: Online (Canvas and Zoom)

COURSE INFORMATION

INSTRUCTOR: Tobi Idowu

E-mail: ojidowu@wisc.edu

Office Hours: Online (on Zoom) 3:00 pm- 4:00pm Mondays/Tuesdays (and by appointment)

SUPERVISOR: Dr Adeola Agoke, Director, African Languages Program

Office: 1458 Van Hise

Email: adeola.agoke@wisc.edu

Office Hour: Mondays, 12-2:00pm online on zoom and by appointment

Course Attributes: This course counts as Liberal Arts and Science credit in L&S Intermediate.

Official Description: Advanced grammar and conversational practice. Reading contemporary Yoruba literature and other writings. Continue to develop and refine competence and performance in linguistic skills.

Prerequisite: AFRICAN 372/373 (Intermediate)/ 672 (Advanced)

Number of credits/hours: This is an eight-credit course. The intermediate/advance level class meets online for a 240-minute class period Monday through Friday during the 8-week summer session and carries the expectation that students will work on course learning activities (reading, writing, oral activities, studying, etc.) for a minimum of 5 hours out of the classroom for every class period. All assignments, including readings, need to be completed before class. Class time will be used for practice, further explanation, and clarification of more complicated topics. If you need more information, please speak to me as soon as possible.

Course duration: June 16 to August 8, 2025

Instructional Modality

This course is synchronous. This class section requires students to be available to participate online learning at the day/time listed (Central Time).

Zoom Classroom Expectations

Please do not join the class late and turn off your cell phone during class time. Also, your full attention will be required in class. Thus, you should ensure a quiet environment, free of any distractions, such as incessant movement, each time you join the Zoom class to participate in the lesson. Please remember your camera should be turned on during class discussions for active participation

Course Objectives

Intermediate Yoruba is intended for students with at least two semesters of previous Yoruba language learning. The course is designed to help you learn enough about Yoruba to handle your needs adequately in basic conversations with Yoruba speakers. My focus will be on the teaching of standard Yoruba, but you will also be exposed to some sociolects—use of language by adolescents and youths, especially in colleges and social platforms—and language use by native speakers of Yoruba in Nigeria.

Advanced Yoruba is designed to help you have an advanced proficiency in speaking, listening, reading, and writing. You will learn to use Yoruba to express abstract ideas in written and spoken paragraphs and using variety of simple and complex sentences. This course will also equip you develop advanced understanding of Yoruba cultures and perspectives of the culture in Yoruba land and Nigeria through novels, drama texts, and films. You will write your own fictional stories or poems and present news topic from Nigeria and around the world using Yoruba. My focus will be on the teaching of standard Yoruba and everyday language use by native speakers of Yoruba in Nigeria.

Learning Outcomes—Intermediate Yoruba

Based on the ACTFL proficiency guidelines, you will be able to:

- Identify the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. Communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

- Make comparisons between products and practices to help you understand perspectives in your culture and other cultures.
- Interact at a functional level in some familiar contexts.

Learning Outcomes—Advanced Yoruba

Based on the ACTFL proficiency guidelines, you will be able to:

- Understand the main message and supporting details on a wide variety of familiar and general topics across various time frames from complex, organized texts that are spoken, written, or signed.
- Deliver detailed and organized presentations in paragraphs using various time frames.
- Maintain spontaneous spoken, or written conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.
- Explain some diversity among products and practices and how they relate to perspectives in your own and other cultures.

Teaching Philosophy

It is my goal to facilitate language learning in a friendly and motivating environment. Using a communicative teaching approach, I provide a stimulating classroom experience that would encourage you to not only attain communicative competence but to also explore the Yoruba language and culture. The learning experience in my class is usually an adventure in which you will gain in-depth about Yoruba language use and the attendant cultural practices. Do not be afraid to make mistakes; instead consider every learning phase an opportunity for new discovery in the target language. I will take a holistic approach to teaching you. This means that as much as every class session permits, we will devote some time to speaking, listening, reading, and writing, and there will be many opportunities to practice what you learn by interacting with other speakers of the language. I will thus grade you according to your participation in class discussions and your performance in quizzes and exams.

REQUIRED TEXTS: Available on Amazon and at the University Bookstore.

Schleicher, Antonia Yétúndé Folárìn. *Jé K'á Ka Yorùbá*. New Haven (Conn.):

Yale University Press, 1998.

Schleicher Antonia. *Yoruba Newspaper Reader*. Dunwoody Press, 1998.

Oyin Inu Apata by Sêgun Sóétán (2008)/Yoruba short video clips

Aláwíyé, Ìwé Karùn-ún (Second Edition) by J.F. Odúnjo (1990), Longman, Nigeria

Odunjo, J. F. (1964). *Ọmọ Ọkú Ọrun*. African Universities Press, Lagos

FILMS:

Ó le kú by Tunde Kelani (available on YouTube)

Saworoide by Tunde Kelani (available on YouTube)

Anikulapo 1 by Kunle Afolayan (available on Netflix)

RECOMMENDED TEXTS.

Colloquial Yoruba by Antonia Folárin Schleicher

A Dictionary of the Yoruba Language (English and Yoruba Edition) Revised ed. Edition Yoruba Edition by Nigeria University Press

Yorùbá Proficiency-Based Dictionary: For Foreign and Second Language Learners by Adeola

Agoke [access here](#).

Evaluation:

The course evaluations focus on measuring class preparation, content understanding, and language use in context, including your ability to use language structures to successfully communicate ideas. The following grading measures correspond to these objectives:

Grading

Oral Performance	30%
Quizzes	10%
Written Assignments	15%
Midterm Exam	15%
Final Exam	15%
Story portfolio/collection of poems	15%

Letter Grades

A = 93-100

AB = 88-92

B = 80-87

BC = 78 -79

C = 70 – 77

D = 60 - 69

F = 0- 59

Oral Performance and rationale for participation grade.

Your oral performance will be evaluated based on oral participation in class every day. Using English in class will negatively affect your oral performance grade. Each day, I will assign you an oral performance grade from 0-5 using the following criteria.

5	attend class, arrive on time, listen to others, volunteer to speak, engage with conversation partner, avoid English, demonstrate preparation
4	attend class, arrive on time, listen to others, engage with conversation partner, avoid English, demonstrate preparation but participate only when called on
3	attend class but participate minimally, or be late, or use English or be unprepared
2	attend class but participate minimally, use English, and demonstrate lack of preparation
1	attend class but do not participate
0	miss class

Regardless of your reason for missing class, you will earn a 0 for that day because I have no basis on which to evaluate your oral performance. However, I will make special arrangements for you to make up for what you missed if you miss a large number of classes because of a reported emergency. If you miss a day here or there you should simply find out what you missed from a classmate as soon as possible. Please note that I will only excuse up to one absence and any additional absence will lower your participation grade.

I appreciate it when students let me know that they will miss class.

Quizzes

There will be a short quiz at the end of every week on Canvas. Each quiz will test your knowledge of the outgoing week's lessons. Quizzes cannot be made up unless arrangements are made in advance and/or you have a documented medical reason for missing class.

Written Assignments

Written assignments will be graded and are listed on the Assignment Schedule. All works must be submitted on time, in accordance with the deadlines listed on the course calendar. If you have a genuine reason why you fear you may not submit your assignment at the stipulated time, notify

me, so I can come up with an arrangement. As your partner on this journey, I am more than happy to work with you as long as you carry me along.

Midterm Exam

Your midterm exam will take place on Friday of week 4 and is 15% of your overall class grade. It includes an essay that you will write in class, listening comprehension, reading comprehension activities, and speaking proficiency. See the approximate scheduled date on the course schedule

STORY PORTFOLIO OR COLLECTION OF POEMS

Every two weeks, you are to write fictional stories (story length is 500 words and 1000 words for intermediate and advanced students respectfully or (each poem must be between 8-14 lines) of your choice in Yoruba. The titles may vary, but each title must be completed and read in class. At the end of the semester, you are to bind all edited titles and come up with a general name for your portfolio/collection. This will be graded, and the portfolio/collection will count towards 15% of the total grade.

Final Exam

The final exam, which will take place on August 8, 2025 from 9:00am to 2:00pm, includes reading, listening, speaking, and writing. For the reading part of the final exam, you will read and answer questions from comprehension passages culled from the *Yoruba Newspaper Reader*. For the listening portion of your final exam, you will summarize the major points discussed in a set of audio recordings that I will provide. These recordings will cover various topics taught over the summer term. You will also write a two-page essay on a topic of your choice that you'll select from a list of topics that I will provide during the exam. The reading, speaking, writing, and listening activities, combined, will be 15% of your total grade. Please note that both mid-term and final exams will be held on Canvas and I reserve the right to proctor the exams.

Classroom Policies

Please do not join the class late, and please turn off your cell phone during class time. Also, your full attention will be required in class. Thus, you should ensure a quiet environment, free of any distraction, each time you join the virtual class to participate in the lesson. Please remember to turn on your video during class discussions for active participation.

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for African 373/374 and African 672 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or

have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Academic Integrity

Academic honesty requires that the course work (homework, quizzes, examinations, papers) you present to me honestly and accurately indicate your own academic efforts. Quizzes must be done without the aid of outside materials, including dictionaries.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Diversity & Inclusion Statement

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Religious Observances

According to the university's policy: a student's claim of a religious conflict, which may include travel time, should be accepted at face value. A great variety of valid claims exist for religious groups, and there is no practical, dignified, and legal means to assess the validity of individual

claims. State law mandates that any student with a conflict between an academic requirement and any religious observance must be given an alternative for meeting the academic requirement. The law also stipulates that students be given a mechanism by which they can conveniently and confidentially notify an instructor of the conflict. If any of the course assignments conflict with a religious observance, please notify your instructor within the first two weeks of semester of the specific days or dates on which you need to make alternative arrangements.

SCHEDULE

You should plan to spend about 10 hours a week (2 hours per class period) studying Yoruba at home. Homework given during regular class time should be done before class the next day. All assignments should be submitted on Canvas. Late submission will lose 10% each day or portion thereof. As indicated on in the schedule, there are joint and differentiated activities. Differentiated activities are marked as INT (Intermediate) and ADV (Advanced). All other tasks are to be completed jointly.

The main textbooks for this course are *Jẹ K'Á Ka Yorùbá* and *Aláwíyẹ, Ìwé Karùn-ún*. However, we will read news articles from **Yoruba Newspaper Readers. *Ọmọ Ọkú Ọrun* by Ọdúnjọ, J. F and Oyin Inu Apata by Ségun Sóétán** are the required literary texts for the course. We will also watch the listed films on the syllabus

Make sure you have the Yoruba keyboard installed. Here is useful information for setting up a Yoruba keyboard on a Mac/windows laptop: Mac users [download](https://drive.google.com/file/d/0BxonJZoluRaCbzI0Zlg5R3haZ0g2cmV4dTJtVTN2c2thbVIR/view). <https://drive.google.com/file/d/0BxonJZoluRaCbzI0Zlg5R3haZ0g2cmV4dTJtVTN2c2thbVIR/view> Mac users can also download the setting-up manual [here](#). PC users should add Yoruba to Keyboard languages or install the Yoruba keyman keyboard through https://keyman.com/keyboards/sil_yoruba8

Week	Date	Topics	Activities/Homework
w1d1	June 16	Introduction: Talking about Sightseeing and Holiday	Syllabus review/Class expectations <u>Oral Discussions:</u> Àsà Inàjú àti sínsinmi <u>Writing:</u> Ìwadi nípa ìgbàgbọ̀ àwon Yorùbá lóri isimi Isẹ̀ Àsetiléwá: Ko ojú-ewé kan lóri nńkan tí o se ní Ísinmi tí ó kojá (INT) Sọ fún kílasi bí o se lo isinmi re kí o sì kọ̀ àròkọ̀ nípa rẹ̀ (ADV)

W1d2	June 17	Talking about Work and Laziness	<p>Ka JKKY pg 13&14 (INT)</p> <p>Sé lóòótô ni pé “isê ni oògùn isê”? (Oral Discussion)</p> <p>Ka YNPR 1-4</p> <p>Isê Àsetiléwá: Kò àròko ojú-ewé kan nípa igbàgbó àwọn Yorùbá nípa isé Kò nípa irírí rẹ lórí isé.</p> <p>Isê Àsetiléwá: Ka 22-24 (in JKKY) ki o si se fidio ara e bi o se n ka (upload) Having read the poem Işè lòògùn isè from the Yoruba Newspaper Reader, page 5, narrate a story (a page for INT, two pages for ADV) on laziness that explores the lessons/themes from the poem. . Upload your translation to Canvas.</p>
w1d3	June 18	Talking about Money	<p>Ka 29-30 JKKY.</p> <p>Class activities: Buying and Selling in Yoruba markets; Price Haggling in (INT) Buying on Credits and Yoruba Markets; requesting credits/loans in a financial institution (ADV) Study Girama 2 and 5 page 31 (JKKY) Using the appropriate scale (iwọn) such as gan, diẹ, rara, describe someone close to you</p> <p>Reading: Àsà Nípa Owó</p> <p><i>Aláwiiyé, Ìwé Karun un: Èkô 40, 41</i> Eko 40</p> <p>Isê Àsetiléwá: Ko òwe mètá nípa owó nilè Yorùbá.</p>
w1d4	June 19	Oyin Inu Apata	<p>Ka JKKY p. 37-40, then write your response to the question in Işè Şíşe 17 on page 40</p> <p>Listening Task: Listen to the poem Işè lòògùn isè (Yoruba Newspaper Reader, Audio CD). Write a</p>

			<p>reflection (INT) or an allegorical interpretation (ADV).</p> <p><i>Oyin Inu Apata 1</i> Kólá Dé Isẹ Àsetiléwá: Ní sókí, ko nipa Kólá.</p> <p><u>Tone Drills:</u> <i>Aláwíyé, Ìwé Karun un: Èkô 40</i> Isẹ Àsetiléwá: Kọ ọrọ tuntun márùn-ún jade nínú “Kólá Dé”</p>
w1d5	June 20	Talking about Food in Yoruba Land	<p>JKKY p. 33 – 36 and Do Iṣe Ṣiṣe 10 and 11 in JKKY</p> <p><u>Oral Discussions:</u> <i>Oúnjẹ ní ilẹ̀ Yoruba</i></p> <p>Àṣà oúnjẹ jìjẹ láàárín àwọn Yoruba</p> <p>Oríṣíríṣi oúnjẹ Yoruba</p> <p>Isẹ Àsetiléwá: Kọ aroko (one page) lori oúnjẹ Yoruba ti o feran ju (INT) Ko aroko (two pages) nipa bi a se n se oúnjẹ Yoruba ti o fe ran ju (ADV). Your essay should include recipes and procedures for preparing the food.</p> <p>Study what you have learned in the week and prepare for a quiz.</p>
w2d1	June 23	Talking about Food 2	<p>Ka JKKY p. 48-52 and do Ise sise ti o tele</p> <p>Àtẹ oúnjẹ fún oríṣíríṣi àkókò àti èniyàn</p> <p><u>Listening Task:</u> <u>Watch native Yoruba speaker describe different types of traditional foods, how they are prepared, when they are eaten, and their cultural meanings.</u></p> <p>Write down the names of all the foods mentioned and the ingredients if you catch them (INT)</p> <p>Write a short article in Yoruba (150–200 words) titled “Bí a ṣe n ṣe Oúnjẹ Nile</p>

			<p>Yoruba” (“How Food is Prepared in Yoruba land”), using expressions of taste, time, and cultural reflection.</p> <p><u>Oral Discussions:</u> Ipese ounje ni <i>ilẹ Yoruba</i></p> <p>Àwọn òwe tí ó jẹ mó ounjẹ</p> <p>Isẹ Àsetiléwá:</p> <p>Ko owe marun nipe ounje ni ile Yoruba ki o si tunmo won si ede geesi (INT</p> <p>Kó nípa ounjẹ lágbàáyé àti ti èyà Yorùbá kí o sì kọ àròko kan lori awon oun ti o sakiye nipa iyato larin ounje Yoruba ati lagbaaye (ADV</p>
w2d2	June 24	Talking about Seasons	<p>Ka JKKY p.63 and discuss the various climate seasons in the United States and Nigeria.</p> <p><u>Writing:</u> Àròko kíkọ ní èdè Yorùbá.</p> <p>Ise Asetilewa: Ko nipa akoko ti o wa ni odun (INT).</p> <p>Ko nipa awon aso ati ohun miran ti a ma se ninu akoko ti o wa ni odun (ADV)</p> <p><u>Reading:</u> <i>Aláwíyẹ, Ìwé Karùn ún</i> Èkò 34 and 42</p>
w2d3	June 25	<i>Oyin Inu Apata</i>	<p><i>JKKY p. 51- 53</i></p> <p>You're meeting your friend for a prior discussion that both of you had been happy about; upon seeing them, you find out they are frowning their face. Using the formats from the study page, provide possible reasons your friend is frowning their face and ask them questions about it (INT)</p>

			<p>You did not eat before leaving home this morning, though you prepared your favorite meal. On getting home, you discovered that your younger brother had eaten the whole meal. Report this and how you feel to your mum (ADV)</p> <p><i>Upload the audios (5 minutes) to canvas</i></p> <p><i>Oyin Inu Apata</i> <i>Àáyá Bẹ̀ Silẹ̀</i></p> <p><u>Tone Drills:</u> <i>Aláwíyẹ̀, Íwé Karùn ún</i> <i>Èkò 14</i></p>
w2d4	June 26	Talking about Clothing	<p>Study page 56 in JKKY. Listen to the audio files on Seasonal Greetings. Then respond to the quiz that follows</p> <p><u>Oral Discussions:</u> Àsà aṣọ Wíwò ní ilẹ̀ Yorùbá</p> <p>Oríṣíríṣi aṣọ Yoruba àti aṣọ wíwò fún oríṣíríṣi ìgbà</p> <p><u>WATCH: 30 minutes of 2025 AMVCA, then write your observations on the different clothing styles and their period categorization (whether traditional or modern).</u> Prepare to discuss with your peers and then speak for 5 minutes on your observation.</p> <p>Ọlájú àti aṣọ Yoruba. Òwẹ àti ilò – èdè tí ó jẹ mọ̀ aṣọ wíwò ní ilẹ̀ Yoruba</p> <p>In two paragraph, describe your favorite Yoruba outfit (e.g., aṣọ òkè, ankara, bùbá àti ṣòkòtò), what it represents, and when it is worn (INT)</p> <p>Reflect on your own clothing choices: how do they reflect both your cultural roots and modern identity? Include a personal</p>

			<p>example and your perspective on whether Western and Yoruba fashion can coexist harmoniously (ADV)</p> <p>Ise Asetilewa:</p> <p>Write an essay on an Owambe party you have witnessed and comment on the different clothing styles that you saw (500 words, INT; 1000 ADV)</p>
w2d5	June 27	Talking about Clothing 2	<p>Study JKKY p. 37 – 38 to talk about how people do things using pẹ̀lú and bíi (with and like)</p> <p>Watch KO M'OJU, KO M'ORA (Comedy skit) (African home) (Yoruba)</p> <p>Using the appropriate adverbs, describe Omolokun, Junior and the use of none-verbal communication in Yoruba</p> <p>Writing:</p> <p>Ko àròko lórí iyàtò àti ijọra tí ó wà láàárín àṣà aṣo wíwò ní ilẹ̀ Yoruba àti àṣà kan tí o mò</p> <p>Bí o bá jẹ olórí ilú Nàìjíríyà, kí ni o máa se láti ran ilú yí lówò nípa ofin tí o jẹ mó aṣo wíwò? (INT)</p> <p>Kini ero re lori aso ti o ye fun orisirisi ode ati ise? (ADV)</p> <p>Stories/Poems submission</p> <p>Study what you have learned in the week and prepare for a quiz.</p>
w3d1	June 30	Yoruba Newspaper Reader	<p>Study page 69 of JKKA and do işe síşe 6 on page 70</p> <p>Listening Task:</p> <p>Aláwíiyé, Ìwé Karùn ún</p>

			<p>Èkô 23, 24</p> <p>Select five new vocabulary from each lesson and use them to form two-paragraph length passage (INT)</p> <p>Identify five idiomatic expressions or culturally embedded phrases used in the lessons. Explain their meanings and the cultural contexts in which they would be appropriately used (ADV)</p> <p>Yoruba Newspaper Reader selection 42 àti Aláwiiyé 25</p> <p>Ise Asetilewa: Write a 150-word story in Yoruba about a recent event, including when and where it happened, what took place, and what you liked or disliked about it. You should highlight at least five vocabulary words learned in class and submit a 1-minute voice recording reading your story aloud (INT).</p> <p>You will write a 750-word narrative about a meaningful recent event, incorporating a clear sequence of events, emotional reflection, and at least three Yoruba proverbs or idioms. You will also submit a 2-minute audio diary summarizing their story and explaining its significance (ADV)</p>
w3d2	July 1	Oyin Inu Apata	<p>Study page 73 do işe síşe 6 on page 74 of JKKY</p> <p>Study the article on Canvas about the Covid-19 variant. Write your thoughts about what is discussed in Yoruba, and include the variant's signs and symptoms</p> <p>Ìjíròrò Oyin Inu Apata Enu Órófó</p> <p>Tone Drills:</p> <p>Aláwiiyé, Ìwé Karùn ún Èkô 25</p>

			Ise Asetilewa: Study the dialogue on page 73 and answer the questions that follow (Iṣe' Ṣiṣe 11
w3d3	July 2	Talking about Wedding/Asking Question	<p>Study the section titled "Summary of Questions" on page 88 in JKKY. It is a review of different ways of asking questions in Yoruba.</p> <p>Listening Task: Watch the interview below and..</p> <ol style="list-style-type: none"> 1. Write a summary of the subject of discussion in the interview? 2. Write out all the questions you hear the host asking the guest. 3. If you were the host, which other questions would you have asked the guest on the subject of discussion? <p>Oral Discussions: Àṣà ìgbeyàwó Èrò àwọn Yoruba nípa aya níńí</p> <p style="text-align: center;">Ìgbèyawó àti Òlájú</p> <p>Ise Asetilewa:</p> <p>Write a short paragraph (6–8 sentences) in Yoruba describing the traditional Yoruba marriage customs (aṣà ìgbeyàwó). Then, add your opinion on whether you think these customs fit well with modern life (òlájú) (INT)</p> <p>Write an essay (500 words) in Yoruba discussing the Yoruba views on having a wife (èrò àwọn Yoruba nípa aya níńí), explaining how these views influence marriage today. Compare traditional marriage customs (ṣà ìgbeyàwó) with modern marriage practices (ìgbeyàwó àti òlájú). Include examples of changes or continuities.</p>
w3d4	July 3	Talking about marriage	Read the passage and do Ise Sise 14 JKKY p. 77 Use the expressions under alaye oṛo p. 77 to form new sentences.

			<p>Àsà ìgbáyàwó Yoruba àti ìgbáyàwó ní Amẹ́ríkà</p> <p>Owé tí ó jẹ mọ ìgbeyàwó</p> <p>Itumo ati igba ti a ma n so awon owe to je mo igbeyawo</p> <p>Fìimù lóri àsà ìgbèyàwó (O Le Ku)</p> <p>Ise Amutilewa: Ko aroko lori iyato to wa larin igbayawo ni Nigeria ati America</p>
w3d5	July 4	Talking about Market	<p>"Gíràmà", 85 to 86 in JK KY. Pay close attention to how the vendors are called in Yoruba.</p> <p>Then, answer the questions that follow: Iṣe Ṣíṣe 3, 4 and 5.</p> <p><u>Ise Amutilewa</u></p> <p>Watch the video about markets in Yoruba land on Canvas carefully. After watching, complete the activities related to the video. Then, answer the questions using full sentences in Yoruba or English (whichever you feel more confident in). Try to include details from the video in your answers (INT)</p> <p>Watch the video about markets in Yoruba land on Canvas attentively. Afterward, engage deeply with the activities by analyzing the cultural, economic, and social roles of these markets. Respond to the questions with comprehensive full-sentence answers in Yoruba, demonstrating your ability to use advanced vocabulary and express complex ideas. Where relevant, include your reflections on how traditional Yoruba markets compare to modern marketplaces or how they impact community life (ADV)</p> <p>Complete the quiz on Canvas</p>

w4d1	July 7	Talking about Past Events	<p>Reading: <i>Aláwíyé, Ìwé Karùn ún</i> Èkô 26 and Èkô 27</p> <p>Oral Discussion: “Summer” ti o ko ja Tone Drills:<i>Aláwíyé, Ìwé Karùn-ún</i> Èkô 27</p> <p>Ise Amutilewa:</p> <p>You work for an organization that gives annual leave of three weeks. During your last leave, you traveled to a city you once lived in. Make an audio of about 3 minutes reporting the places you went, the people you saw, the memories you had, and what you felt has changed or not changed about the place</p>
w4d2	July 8	Talking about Future Events	<p>Making Plans Using “ti mo ba (ti)...” “Yatọ sí...” “Leyin na” “Màá tún</p> <p>You have a desire to undertake a community project in your hometown—this could be training for girls/women, building or stocking a library, or providing pipe-borne water.</p> <p>In a group discussion, talk about simple plans for your project, such as where you might get money, who will help you, the steps to follow, and how long it may take. Then, report your ideas to the class using clear and basic sentences (INT)</p> <p>In a group discussion, develop a detailed plan for your project, explaining your fundraising strategies, the stakeholders involved and their roles, the specific steps for implementation, and a realistic timeline. Then, present your ideas in a well-organized oral report using advanced vocabulary and analysis of the project’s potential impact (ADV)</p>

			<p>Letter Writing Ise Asetilewa: After watching the videos on Canvas and reviewing the letter writing format on page 106 of JKKY, write a letter to your friend detailing your New Year resolutions and your plans for the Spring semester. For example, learning a skill, traveling, starting or completing a project, etc.</p>
w4d3	July 9	Talking about Family	<p>Read the passage on pages 119-120 <i>JKKY</i> and do Exercise 1 on p.121.</p> <p><u>Listening Task:</u></p> <p><u>Watch the first ten minutes of the Masoyinbo program (Episode 154 with Àjàdí, featured for Children’s Day) on YouTube and prepare to discuss the interaction between the anchor, the guest (Àjàdí), and the guest’s mother, including two complete question-and-answer exchanges and the likely purpose of the show.</u></p> <p><u>Summarize in 3–4 sentences how the anchor interacts with Àjàdí and how Àjàdí’s mother contributes. Write 2 full question-and-answer pairs from their conversation in Yoruba (INT)</u></p> <p><u>Write a 6–8 sentence summary describing the dynamic between the anchor, Àjàdí, and his mother, noting tone, cultural references, and family interaction. Quote 2 full question-and-answer exchanges in Yoruba, including context (who asked, why it mattered) (ADV)</u></p> <p><u>Oral Discussions:</u> <i>Èbí àti Mọ̀lẹ́bí</i></p> <p>Ìtumò ẹbí Mọ̀lẹ́bí àti iyẹkan Àsà ẹbí ní àgbáyé</p>

			<p>Write a short paragraph (5–7 sentences) in Yoruba or what ẹbí and mọ̀lẹ́bí mean to you. Mention how families show unity in your culture and compare it briefly to one custom from another country that you know or have learned about (INT)</p> <p>Write a longer reflective paragraph (8–12 sentences) in Yoruba analyzing the concepts of ẹbí, mọ̀lẹ́bí, and iyẹ́kan in Yoruba culture. Discuss how these ideas shape social life and responsibilities, and then compare Yoruba family customs with those of another culture in the world, highlighting similarities, differences, and what they reveal about values across societies (ADV)</p> <p><u>Writing:</u></p> <p>Ko àròko lóri ohun tí ó gbàgbò nípa ẹbí</p>
w4d4	July 10	Oyin Inu Apata	<p><u>Reading:</u></p> <p><i>Yoruba Newspaper Reader</i> selection 44 Read the selected passages and highlight 5–7 new words or expressions. Use a dictionary or class notes to find their meanings (INT)</p> <p>Write a critical reflection (5–6 sentences) on how the moral lessons reflect Yoruba cultural values (ADV)</p> <p><i>Oyin Inu Apata</i> Òrọ̀ Bẹ̀yìn Yọ̀ , Oyin Inu Apata Okùn Èlẹ̀nà W Tone Drills: Words from newsclip to be given in class by the instructor</p> <p>In a short paragraph (4–5 sentences), summarize one idea or lesson from Oyin Inu Apata (INT)</p>

			<p>Identify any metaphor, proverb, or imagery used and explain its significance (ADV)</p> <p>Writing:</p> <p>Based on your understanding of the concept of Omoluwabi in the Yoruba culture, write a two-page essay comparing and contrasting child raising and discipline in an American home versus a Nigerian home.</p> <p>Stories/Poems submission</p> <p>Complete the quiz on Canvas</p>
w4d5	July 11		Midterm exam
w5d1	July 14	Talking about Illness	<p><u>Oral Discussions:</u> <i>Àisàn àti Ìlera</i></p> <p>Ìtumò ìlera nínú àṣà Yorùbá Ìgbésè fún ìlera Bawo la n dekun ilera</p> <p>Wiwo Alaisan Learn the song: “Ìmótótó” available on Canvas and be ready to sing it alone in class.</p> <p>Ise Amutilewa:</p> <p>Study the article on Canvas about the Covid-19 variant. Write your thoughts about what is discussed in Yoruba, and include the variant’s signs and symptoms</p>
w5d2	July 15	Talking about Illness 2	<p>Ìtójú àisàn àti ìgbàgbó Yorùbá</p> <p>Ìwòsan àti ìlera lóde òní ní ilẹ̀ Yorùbá</p> <p>Learn the Yoruba words for other types of illnesses you have not learned in class and bring a list of five illnesses to class.</p> <p>http://yoruba-scikipedia.wikidot.com/wiki:ilera-health-aw-n-aisan-ara-diseases-of-the-body</p>

			<p>Do an audio recording of your response to this question posed to you: “How do you take care of yourself when you fall sick?” (INT)</p> <p>What would you recommend to healthcare centers on educating families on handling illnesses (ADV)</p>
w5d3	July 16	Talking about global health	<p>Read the passage on pages 119-120 JKKY and do Exercise 1 on p.121.</p> <p>Writing: Kọ àrokọ lóri àisàn àti ìlera ní àgbàyé.</p> <p>Write a short paragraph (5–7 sentences) in Yoruba about sickness and health in the world. Mention one or two common illnesses, how they affect people, and one thing that communities or governments are doing to help people stay healthy. Use simple vocabulary and clear sentence structures (INT)</p> <p>Write a well-developed composition (8–12 sentences) in Yoruba discussing global health challenges, such as how illnesses spread, differences in healthcare access, and the roles of international organizations or local governments in addressing health crises. Use appropriate Yoruba proverbs, complex sentence structures, and varied vocabulary to show deeper understanding and reflection (ADV)</p> <p>Reading: <i>Yoruba Newspaper Reader</i>: selection 45</p> <p>Write a one-page summary of the reading selection, including your thoughts about the subject.</p>
w5d4	July 17	Oyin Inu Apata	<p>Read the passage on "Ì jà pá à ti Eerin" (JKKY pp. 111 - 112), and do the activities on Canvas</p>

			<p>After reading the passage, retell the story briefly in your own words using 5–6 Yoruba sentences (INT)</p> <p>After reading the passage, write a short summary (6–8 sentences) that explains the moral lesson of the story and describes how language and tone reflect character behavior (ADV)</p> <p><i>Oral Discussion: Oyin Inu Apata: Gòṅgò Sọ</i></p> <p>Participate in the discussion of “Oyin Inu Apata” by sharing one thing you learned or found interesting (INT)</p> <p>During the “Oyin Inu Apata” discussion, express a deeper interpretation of the idiom “Gòṅgò sọ” and relate it to personal or societal experiences (ADV)</p> <p><u>Tone Drills:</u> <i>Do the tone exercise in JKKY, Ise sise 8, on pg. 124.</i></p> <p>Complete the tone drill by matching words to correct tones and practice saying them aloud with a partner or in class (INT)</p> <p>Write three new Yoruba sentences using different tone patterns. Be prepared to read them aloud with correct pronunciation and explain how tone changes affect meaning (ADV)</p>
w5d5	July 18	Talking about Yoruba diaspora	<p>Oral Discussion: Yoruba ní àgbáyé Ìjíròrò nípa ẹya Yorùbá ní àgbáyé</p> <p>Share your thoughts in class on where Yorùbá people live around the world and why they may have moved there. Mention one country you know where Yorùbá people live and what you think life might be like for them (INT)</p>

			<p>Lead or contribute to the discussion about the Yorùbá diaspora. Mention how Yorùbá culture, language, or religion is preserved in places like Brazil, the U.S., or the U.K. Compare experiences and reflect on how Yorùbá identity is maintained or transformed globally (ADV)</p> <p>Writing: Aròkọ nípa àwọn èyà Yorùbá pèlú iríri rẹ.</p> <p>Write a short paragraph (5–6 sentences) in Yoruba about the Yorùbá ethnic group and your own experience as a Yorùbá person or someone who has learned about Yorùbá people. Use simple vocabulary and clear sentences (INT)</p> <p>Write a reflective composition (8–10 sentences) in Yoruba about the Yorùbá people and your personal or academic experience with Yorùbá identity. Discuss the cultural values, migration history, and what being Yorùbá means in today’s world (ADV)</p> <p>Reading:</p> <p>Oyin Inu Apata: <i>Ẹ̀nì Da Ẹ̀érú</i> <i>Oyin Inu Apata: Ẹ̀nì Da Ẹ̀érú</i></p> <p>Read the three stories from Oyin Inu Apata. Choose one and write 3–4 sentences about what happened in the story and what lesson you learned (INT)</p> <p>Read the three Oyin Inu Apata passages. Write a comparative reflection (5–6 sentences) on two of the stories, discussing their moral messages and what they reveal about human behavior and wisdom in Yorùbá oral tradition (ADV)</p> <p>Complete the quiz on Canvas</p>
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w6d1	July 21	<p>Reading Comprehension</p> <p>Irinajo ti Dele gbadun ju lo</p> <p>Read the passage on p.167-168 JKKY and answer Exercise 1</p> <p>Submit a voice note of about 2 minutes talking about the advantages of traveling:</p> <p>In your 2-minute voice note, mention 2–3 advantages of traveling (e.g., seeing new places, learning new things, meeting people) (INT)</p> <p>In your 2-minute recording, explain 3–4 benefits of traveling, such as gaining exposure to other cultures, personal development, and broadening one’s worldview. Use varied vocabulary, complete sentences, and at least one Yoruba proverb or idiomatic expression (ADV)</p> <p>Listening Task : Ó Le Kú</p> <p>Summarize what you understood from Ó Le Kú in 4–5 Yoruba sentences.</p> <p>Share one lesson from the story during class discussion. (INT)</p> <p>Prepare a reflective response on the moral and linguistic richness of Ó Le Kú.</p> <p>Relate themes from the passage to broader Yoruba cultural or philosophical values in 2–3 paragraphs (ADV)</p> <p>Writing:</p> <p>In three paragraphs, discuss the question of love and duty to one’s parents in relation to the dynamics between Asake, her father and Ajani</p> <p>Do the tone exercise in JKKY, Ise sise 8, on pg. 124.</p>
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w6d2	July 22	<p>Most memorable trip</p> <p>Yoruba Connected speech</p>	<p>Study JKKY 170-171 and write a one-page essay on your most memorable trip using at least 20 connected speech forms.</p> <p>Yoruba Newspaper Readers p. 84</p> <p>Oral Discussions : Ó Le Kú</p> <p>Write a page (INT)/two-page length (ADV) essay on college life based on Ajani's relationship with his friends, uncle and love interests. Also pay attention to the class activities in the film.</p>
w6d3	July 23	FESTAC	<p>Do a web and YouTube search on FESTAC held in Nigeria in 1977, and in three paragraphs, highlight what the festival is about.</p> <p>Listening Task:</p> <p>Listen to the monologue on FESTAC and list and summarize what you hear from the audio (INT)</p> <p>Reflect in a page on the major ideas and significance of the festival (ADV)</p> <p>Read JKKY p. 174- 175 and answer exercises 8 and 9 on p. 176. Exercise 9 should be audio of at least 2 mins.</p> <p>What are the meanings of the words in Exercise 11?</p> <p>Oral Discussions : Ó Le Kú</p> <p>What advice would you have given to Asake if you were her mother? How would assess the place of women within the society the film is depicting?</p>
w6d4	July 24	Ewi: Onile n rele	<p>In your own words, recast the poem, Ewi: Onile n rele on JKKY p. 177</p>

			<p>Read the passage on pages 131-132 of JKKY and answer exercises 1 & 3</p> <p>Oral Discussions : Ó Le Kú</p> <p>Based on your viewing of O Le Ku, record a 3-minute (INT)/ 5-minute audio of yourself explaining the end of the film and what you agree and disagree with it.</p> <p>Complete the quiz on Canvas</p>
w6d5	July 25	Reading Comprehension Ounje ti mo feran ju	<p>Read the passage on p.153-154 JKKY and do Exercise 1.</p> <p>What types of food do Americans eat, and how similar or different are they to the food in your home country? (INT)</p> <p>Discuss issues about food regulations and why you think certain chemicals should not be allowed in American foods (ADV)</p> <p>Stories/Poems submission</p>
w7d1	July 28	Omo Oku Orun	<p>In a one-page essay, narrate your experience on any summer or volunteer job you once took.</p> <p>Study Vocabulary p.141 of JKKY</p> <p>Reading: <i>Omo Okú Orun (1 & 2)</i> Based on the first and second chapters of <i>Omo Okú Orun</i>, make an audio commentary of about 3 minutes about the character of Abeke and her relationship with Wale</p> <p>Listening task:</p> <p>Watch the final 20 mins of Saworoide. Focus on how music/drumming interacts with speech.</p>

			<p>Choose 2–3 key scenes and describe them using basic Yoruba audio vocabulary such as <i>gáangan</i> (talking drum), <i>ohun</i> (tone), <i>ipè</i> (call), <i>ìdáhùn</i> (response), and <i>ìdákéjẹ</i> (silence). Write 5–7 simple Yoruba sentences or describing how the drumming influenced what happened in each scene. Think about how music signaled danger, truth, or control, and who was in charge of the sound (INT)</p> <p>Reflect on how these scenes draw from Yoruba traditions of drumming as both communication and ritual, revealing deeper cultural meanings tied to power, kingship, and resistance (ADV)</p> <p>Oral Discussions : Saworoide</p> <p>In three paragraphs, discuss the processes involved in becoming king as portrayed in Saworoide (INT)</p> <p>Discuss the roles played by Balogun, Lapite and Baba in the processes that made Lapite become King of Jogbo (ADV)</p>
w7d2	July 29	Omo Oku Orun	<p>In an audio recording, describe “<i>Ìṣẹ́ tí Mo Yàn Láàyọ</i>” (“My Dream Job”) and upload it on Canvas.</p> <p>Read the passage on p.137, do Exercise 10 (p.139)</p> <p>Reading: <i>Omọ̀ Òkú Ọ̀run</i> (3 & 4) In three paragraphs, explain what you think about Iya Adun in J. F. Ọ̀dunjo’s <i>Omọ̀ Òkú Ọ̀run</i>. Do you think she is a good friend to Abeke and what do you think about her comments about Iya wale and Wale?</p> <p>Iya Wale takes business trips through water transportation. Does your country use water transportation for non-leisure activities? Why do they or do they not?</p>

			<p>ISe Amurele:</p> <p>Oral Discussions : Saworoide</p> <p>Record yourself discussing Tinuola's relationship with Balogun and Lapite's first wife.</p> <p>Compare Tinuola's relationship with Balogun to Asake's relationship with her own father.</p>
w7d3	July 30	Omo Oku Orun	<p>Read Egbe oniroyin ke gbajare si ijoba in Yoruba Newspaper Reader p.25 and answer the questions on the discussion board on Canvas</p> <p>Reading: <i>Omo Oku Orun 5</i></p> <p>Write a 3-paragraph commentary on the relationship between Àdió and Àbèké in <i>Omo Oku Orun</i>.</p> <p>Oral Discussions : Saworoide</p> <p>Discuss the cause of the conflict between Lapite and the youth in Saworoide (INT)</p> <p>Drawing from the conflict over logging in Jogbo, write a page essay examining the connections between multinationals and local elite in environment degradation (ADV)</p>
w7d4	July 31	Omo Oku Orun	<p>Read the passage on p.131 JKKY and answer the questions on ise sise 1.</p> <p>Reading: <i>Omo Oku Orun</i></p> <p>Based on your reading of chapters 6 6 of <i>Omo Oku Orun</i>, write a 4-paragraph commentary on Àbèké's "training" of Wale.</p> <p>Oral Discussions : Saworoide</p>

			<p>Discuss the role of Lagata in the film (INT)</p> <p>Explain the significance of the drum in the resolution of the conflict of the film (ADV)</p>
w7d5	Aug 1	Omo Oku orun	<p>Read Awako gbegun isododo lenu ise in Yoruba Newspaper Reader pg. 28 and join the discussion on Canvas.</p> <p>Reading: <i>Ọmọ Ọkú Ọrun</i></p> <p>Summarize chapters 7 and 8 in three paragraphs. <u>If you were Mama Kunle or Iya Aduni, how would you have responded to Abeke's accusation of Wale in Chapter 8</u></p> <p>Complete the quiz on Canvas</p>
w8d1	Aug 4	Role of Women	<p>Read the comprehension passage on JKKY p 181-183 and answer the questions that follow.</p> <p>Answer all the questions in short, full Yoruba sentences using vocabulary from the passage. Focus on who, what, where, and why questions to demonstrate understanding (INT)</p> <p>Respond to all the questions in well-developed Yoruba sentences that show deeper engagement with the text. For at least one answer, provide your own interpretation or analysis of the author's point (ADV)</p> <p>Ise Amurele:</p> <p>Select 5 unfamiliar or rich Yoruba words from the passage on JKKY p. 181-183. For each word, create a full sentence that not only shows meaning but also reflects the tone or context in which the word was used in the passage (ADV)</p>

			<p>Write out 5 new Yoruba words you found in the passage. For each word, write one simple Yoruba sentence that shows you understand the meaning (INT)</p> <p>Listening Task:</p> <p>Watch the scene where Saro first meets Awarun and summarize their conversation in 4–6 Yoruba sentences. Focus on why Saro came to Òyó and how Awarun reacts to him. Use simple Yoruba to describe what each character says and feels—was Awarun surprised, suspicious, or curious? Include one sentence explaining whether you think Saro is being truthful or hiding something (INT)</p> <p>Analyze the first encounter between Saro and Awarun, summarizing their exchange in a paragraph using rich Yoruba. Clearly explain Saro’s stated reason for coming to Òyó and the tone or attitude he uses. Then, interpret Awarun’s reaction—does she believe him, does she challenge him, or is there subtext in her response? Reflect on how power, gender, or charm may be at play in the conversation, and comment on what this scene reveals about both characters’ intentions or social positions (ADV)</p> <p>Reading: <i>Ọmọ Ọkú Ọrun</i></p> <p>Summarize Chapters 9 and 10 Assuming the role of Wale in <i>Ọmọ Ọkú Ọrun</i>, write a letter to Mama Wale, narrating your experiences with Àbẹkẹ – with reference to the first 10 chapters of the text.</p> <p>Oral Discussions: Anikulapo What are your thoughts on the opening sequence of the film, particularly on the</p>
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			voice over discussion on Yoruba belief about death and reincarnation?
w8d2	Aug 5	Reading Comprehension Iṣé owo JKKY 148- 149	<p>Read the passage on p.148 of JKKY and answer the questions on Exercise 11</p> <p>Reading: <i>Ọmọ Ọkú Ọrun</i></p> <p>After reading chapters 11 and 12 of <i>Ọmọ Oku Ọrun</i>, identify the sections that discuss the charges brought against Abeke.</p> <p>List 5 words relating to charges from the sections and write their meaning in your own words.</p> <p>Also, record a 2 mins audio file about your opinion on the charges against Àbẹ̀kẹ̀</p> <p>Oral Discussions: Anikulapo</p> <p>Ise Amurele:</p> <p>How does Saro become influential in Oyo?</p> <p>How does Saro's relationship with Awarun influence his rise in Oyo?</p>
w8d3	Aug 6	Gender Roles	<p>Read this Forbes article and prepare short interview questions for your classmates.</p> <p>Make an audio recording of the similarities and differences between the gender roles in the American culture and that of the Yoruba culture.</p> <p>Reading: <i>Ọmọ Ọkú Ọrun</i></p> <p>Give a video commentary on the reactions of the audience during the court scene of Chapters 10 - 14. .</p> <p>Explain what Adio could have done better and why you think so? (INT)</p> <p>As a judge in the case between Mama Wale and Àbẹ̀kẹ̀, in two pages, analyze the role of Àdió in the conflict between the two</p>

			<p>women and write your verdict on the case (ADV)</p> <p>Oral Discussion: Anikulapo</p> <p>Explain Arolake's dilemma with her growing interest in Saro (INT)</p> <p>Analyze Arolake's role in Saro's rise and fall in Anikulapo (ADV)</p>
w8d4	Aug 7	Expressing There is/There is not, It is/It is not JKKY 184-185	<p>Write and audio record a short dialogue that incorporates the learned expressions. Make sure each participant gives at least 2 commands using do or don't, and the other person responds to the command.</p> <p>Reading: <i>Ọmọ Ọkú Ọrun</i></p> <p>Based on your reading of chapters 13-14 of <i>Ọmọ Ọkú Ọrun</i>, in the voice of Mama Wale, record a voice note to Àdìó, assuring him of your safety.</p> <p>Oral Discussion: Anikulapo</p> <p>Stories/Poems submission: Your story/poem submission this week should be based on your reaction to Anikulapo having completed the film</p> <p>Complete the quiz on Canvas</p>
w8d5	Aug 8		<u>Final Exams</u>