

Haitian Summer Institute (LACC /FIU)	Summer B 2020
Advanced Haitian Creole Literature (FOL 3905)	
Instructor: Frenand Léger	Office hours: by appointment
Class Time and Room: Deuxième Maison (DM) 194 09:00 AM – 12:00 PM / 01:00 PM – 03:00 PM † Monday - Friday	

Course description:

Advanced Haitian Creole Literature is designed to help students develop their speaking, listening, reading, writing skills at an advanced level. It also explores different aspects of the Haitian Creole language and culture in relation to literature. Emphasis is placed on the mastery of complex linguistic skills, textual and cultural analysis through the study of a variety of literary texts in both oral and written forms. Additional activities include lecturers, listening activities, video screening activities, oral presentations and interviews.

Course objectives:

Upon completion of the course, students should be able to:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions;
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers of Haitian Creole quite possible without strain for either party;
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
- Comprehend and explain the meaning of complex idioms, proverbs and other formulaic language used among Haitian Creole speakers.

Required Texts:

*A digital format course pack¹ of reading and audio materials consisting of Haitian-Creole excerpts from different sources, such as journals, books, fiction and other literary works, song lyrics, lodyans, etc.

Laurent Dubois and al., *The Haiti Reader: History, Culture, Politics*, Duke University Press Books, Durham, 2020.

Other Recommended Reference Materials:

Valdman, Albert, Iskra Iskrova, Jacques Pierre, and Nicolas André. *Haitian Creole-English Bilingual Dictionary*. Bloomington: Creole Institute, 2007.

- https://www.hopeforhaitischildren.org/hfhcmedia/Haitian_Creole_English_Dictionary_2nd_printing.pdf
- <https://kreyol.com/dictionary/Tt.html>
- <http://www.tanbou.com>

¹ *Materials in this online course pack are copyright free and some of them are available for free on the Internet.

Course Grade and Grading Scale:

Preparation/attendance/participation :	20%
Oral presentation on a linguistic or a literary topic	15%
Homework x 3 (listening, reading and writing):	30%
Final in-class written exam:	20%
Final in-class oral test (interview):	15%

94-100= A	93-90= A-	89-87= B+
86-83= B	82-80= B-	79-77= C+
76-73= C	72-70= C-	60-69= D
Below 60= F		

CLASS INFORMATION AND POLICIES

Preparation, attendance & participation (20%)

The 20% assigned for this category is divided into three parts: 10% for preparation, 5% for attendance and 5% for active participation. If there is minimal preparation/attendance/participation, students may not develop the necessary skills to communicate in Haitian-Creole. The course will only generate full benefits if attendance is faultless, participation fully activated, investment of time motivated, thoughtful and committed. For success in the course, students are expected to spend a minimum of 2 hours per day in practicing their language skills via the homework assignments and other independent learning activities. Absentees are responsible for missed class under any circumstances. They are responsible for assignments due on the missed day. The grade for any assignment that is not completed and submitted on the due date will be reduced by 10% per day. Students are expected to answer questions and participate in class activities every day since they will receive a participation grade on a daily basis. The class is highly interactive, so missing a session or coming to class / connecting to the class session late and unprepared will have a negative impact on the language learning experience and will also affect student grades.

Oral presentation on a linguistic or on a literary topic (15%)

The goal of this assignment is to help students reflect on the differences and similarities between Kreyòl and English linguistic features and literary elements. Students are encouraged to compare their first language and make comparisons with the target language and culture to discover similar and different linguistic rules and patterns, as well as literary and rhetorical elements. Oral presentation topics includes lexicology, phonetics, orthography, syntax and pragmatics, as well as literary genre (fiction, poetry, novels, short stories, plays) and techniques (plot, character, theme, point of view, setting, figures of speech, etc.). Each student will research and present on a topic of their choice after discussion with the instructor.

Homework x 3 (listening, reading and writing)

a) **Listening Assignment (10%)** - Regular aural practice is essential for improving proficiency in a foreign language. Thus, listening to the activities on the audio recordings that accompany the textbook is necessary for a student's success. It takes time, patience and regular practice to understand any foreign language spoken at a normal conversational pace. At first, students will find it difficult to understand the audio materials. The recordings and other authentic audio documents (e.g., news reports, interviews, songs, *lodyans*) will be used to practice and test their comprehension of spoken Haitian-Creole. Students are expected to show comprehension of the audio materials by responding to multiple choice, true/false and open questions.

- b) **Reading Assignment (10%)** - Since one of the primary goals of the course is to acquire reading skills in Haitian Creole, students are expected to apply the techniques and to use the strategies they have learned to grasp the overall meaning of simple texts in this reading assignment. There will be multiple choice, true/false and open questions to verify comprehension of some specific details concerning the content as well as the structure of the texts. The assignment will be based on the types of text (narrative, descriptive, argumentative, expository) as well as the subjects discussed in class.
- c) **Writing Assignment (10%)** - Students are expected to write one short essay by the end of the course. The essay will be related to the main vocabulary and/or cultural themes covered in the course. The essay should be a minimum of 800 words and a maximum of 700 words. A half-point will be deducted for every word less for compositions shorter than 800 words. Grading will take into account the content and creativity (ideas, organization, style) and the written expression – grammar, vocabulary and spelling. While you may use a dictionary, grammar book and any other material, everything has to be written in your own words. Written work that is not well presented and typed will not be accepted and will be subject to the same penalty as late assignments.

Final Oral Exam - Interview (15%)

The goal of this oral test is to evaluate your speaking and conversational abilities. Students will be asked to speak for about 5 minutes on a subject related to the topics studied in class. Then, they will answer questions asked by the instructor for another 5 minutes. Grading will reflect their mastery of spoken Haitian-Creole rather than knowledge of facts related to the topics studied in class. The evaluation will be based on *Expression* (grammar, sentence complexity, vocabulary, pronunciation, expressivity and clarity) and *Structure/Coherence* (introduction, development, conclusion and originality).

ONLINE COURSE DETAILS

Computer and Internet Recommendations

- A laptop or desktop computer with (at least) 2G of memory and a 1Ghz processor (any computer bought in the last five years should be fine). Use either built-in or external camera with a headset or earbuds to reduce ambient noise.
- High-bandwidth Internet connection (DSL/cable, or wireless) to ensure a reliable connection

Definitions

You will hear the following terms often in the coming weeks. Here are their definition:

- Synchronous:** synchronous learning means that all students and the instructor participate in the course simultaneously. Participation may occur at the same time and at the same location, or at the same time at multiple locations.
- Asynchronous:** asynchronous learning means that learning is self-paced. Participation occurs at different times and at different locations.

Course proceedings

This is a **Synchronous Distance Learning** Haitian Creole course. You will be required to attend synchronous meetings and you must come prepared (having completed the assigned work prior to the class). These meetings will give you the opportunity to practice your oral Haitian Creole

and should be attended to the best of your ability. These meetings count toward the Attendance and Participation requirements. If you have any issues with the synchronous component, contact your instructor as soon as possible. Materials will be posted on Canvas with instructions to guide you and you will be responsible for your learning. Please note that the online format of the course does not change the learning outcomes.

Tips for online learning

On Canvas, you will find links to resources to assist you in the process of online learning. We recommend that you consult these prior to starting the class.

TENTATIVE COURSE CALENDAR (July 20th – July 31th 2020)

<i>Dates</i>	<i>Contents to be covered</i>	<i>Homework, Tests & Assignments</i>
Week 1 (July 20th – July 24th)		
Monday July 20	<p style="text-align: center;">Tèm jounen an: Literati kreyòl</p> <ul style="list-style-type: none"> ■ Presentation of the course and the syllabus ■ Introduction to Haitian-literature written in the Haitian-Creole ■ Receptive (grammar/vocabulary) activities – listening excerpts from Sixto’s lodyans <i>Leya Kokoye</i> ■ Dictation (listening/spelling) followed by oral discussion 	Homework for next class: Prepare the pre-activities on Dr. Guerda Nicolas’s presentation.
Tuesday July 21	<p style="text-align: center;">Tèm jounen an: Kondisyon fanm</p> <ul style="list-style-type: none"> ■ Receptive activities (grammar/vocabulary) - listening song’s lyrics by BIC (<i>Ti Mari bèl gazèl</i>) ■ Receptive activities (cultural) - song’s lyrics by Darline Desca & Roody Roodboy (<i>M pa kyè</i>) ■ Interactive activities (debate) the song’s lyrics ■ Pre-activities on Dr. Marie Guerda Nicolas’s presentation ■ Presentation by Dr. Marie Guerda Nicolas in the afternoon 	Homework for next class: Prepare reading activities on excerpts from the <i>Haiti Reader</i>
Wednesday July 22	<p style="text-align: center;">Tèm jounen an: TBA</p> <ul style="list-style-type: none"> ■ Receptive activities - reading excerpts from the <i>Haiti Reader</i> ■ Interactive activities – debate on excerpts from the <i>Haiti Reader</i> ■ Written activities of mediation (translation) using the articles ■ Dictation (listening/spelling) followed by oral discussion 	Homework for next class: Prepare reading activities on excerpts from <i>Ti fi</i> by Saïka Céus.
Thursday July 23	<p style="text-align: center;">Tèm jounen an: Ayisyen k ap bat dlo pou fè bè I</p> <ul style="list-style-type: none"> ■ Receptive activities (grammar/vocabulary) - listening song’s lyrics by BIC (<i>Kokorat</i>) ■ Receptive and Productive (grammar/vocabulary) activities – reading excerpts from <i>Ti fi</i> by Saïka Céus ■ Dictation (listening/spelling) followed by oral discussion ■ Chef Vicky - cooking demo in the afternoon 	Homework for next class: Prepare reading activities on excerpts from <i>Agase Lesperans</i> by Lyonel Trouillot and do the listening assignment.
Friday July 24	<p style="text-align: center;">Tèm jounen an: Ayisyen k ap bat dlo pou fè bè II</p> <ul style="list-style-type: none"> ■ Receptive (grammar/vocabulary) activities – reading excerpts from <i>Agase Lesperans</i> by Lyonel Trouillot ■ Written activities based on theme from the novel ■ Dictation (listening/spelling) followed by oral discussion 	Homework for next class: Prepare the oral presentation on social class and discrimination in Haiti. Prepare activities on Ludovic Comeau’s presentation Listening assignment is due

		today (10%)
	Week 2 (July 27th – July 31st)	
Monday July 27	<p style="text-align: center;">Tèm jounen an: Politik ann Ayiti</p> <ul style="list-style-type: none"> ■ Receptive activities (cultural) - song's lyrics by Big O Ft. Top Adlerman - On S'Prend Pas La Tête ■ Receptive activities (grammar/vocabulary) - listening song's lyrics by BIC (<i>Kokorat</i>) ■ Interactive activities (debate) – comparison of social class based on images from the videos ■ Dictation (listening/spelling) followed by oral discussion ■ Pre-activities on Dr. Comeau Ludovic's presentation ■ Presentation on lodyans by Dr. Comeau Ludovic 	Homework for next class: Prepare activities on Charlot Lucien's lodyans (<i>Ti Oma</i>) I Oral presentation on social class and discrimination in Haiti (15%)
Tuesday July 28	<p style="text-align: center;">Tèm jounen an: Fenomèn restavèk la ann Ayiti I</p> <ul style="list-style-type: none"> ■ Receptive activities (cultural) - song's lyrics by Emeline Michel – (<i>Timoun</i>) ■ Receptive activities (grammar/vocabulary) - listening excerpts from Charlot Lucien's lodyans (<i>Ti Oma</i>) ■ Written activities of mediation (translation) using the song's lyrics and Charlot Lucien's lodyans (<i>Ti Oma</i>) 	Homework for next class: Prepare activities on Charlot Lucien's lodyans (<i>Ti Oma</i>) II Reading assignment is due today (10%)
Wednesday July 29	<p style="text-align: center;">Tèm jounen an : Fenomèn restavèk la ann Ayiti II</p> <ul style="list-style-type: none"> ■ Cultural activities: Kreyòl proverbs' interpretation ■ Written activities of mediation (translation) using the proverbs ■ Pre-activities on Charlot Lucien's presentation ■ Presentation on lodyans by Mr. Charlot Lucien 	Homework for next class: Work on the writing assignment and read the report on Haiti by the Congressional Research Service.
Thursday July 30	<ul style="list-style-type: none"> ■ Haiti's Political and Economic Conditions ■ Receptive and interactional activities - reading excerpts from the <i>Haiti Reader</i>, and from the report on Haiti by the Congressional Research Service. ■ Dictation (listening/spelling) followed by oral discussion 	Writing assignment is due today (10%)
Friday July 31	<p style="text-align: center;">Tèm jounen an: Revizyon ak evalyasyon</p> <ul style="list-style-type: none"> ■ Revizyon ■ Final Grammar/Vocabulary Exam (20%) ■ Final oral test – interview (15%) ■ Fèmen sesyon an - Mèsi anpil... 	Final exams

Please note that the course calendar will be posted on Canvas and may be subject to further changes.