



## Haitian Summer Institute 2020

(June 22-July 31, 2020)

HAI 3214 - Accelerated Intermediate Haitian Creole: July 6 – July 19, 2020

Zoom Remote Classroom via FIU Canvas

<b>INSTRUCTOR:</b> NICK ANDRÉ	<b>TERM:</b> SUMMER B 2020
<b>E-MAIL:</b> <a href="mailto:nandre@fiu.edu">nandre@fiu.edu</a>	<b>CLASS MEETING:</b> MONDAY TO FRIDAY: ○ 09:00 a.m. – 12:00 p.m. ○ 1:00 p.m. – 3:00 p.m.

### COURSE DESCRIPTION

Taught in Haitian Creole, Accelerated Intermediate Haitian Creole is designed to help students develop their speaking, listening, reading, and writing skills. To stimulate learning, students will engage in different traditional, communicative and action-oriented tasks such as reading from various sources, grammar and vocabulary exercises, short essays, listening activities, video screening activities, oral presentations and interviews. In addition to linguistic skills, students will also gain understanding of diverse aspects of the Haitian culture. Attendance and participation are compulsory.

### COURSE OBJECTIVES

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

- comprehend various forms of spoken Haitian Creole on different topics studied in class;
- read Haitian Creole and retrieve the meaning of simple texts;
- carry on a conversation in Haitian Creole at the intermediate level in relation to the different topics studied in class;
- compare selected aspects of the United States and Haitian cultures orally and in writing;
- write short essays in Haitian Creole on a variety of general interest topics.

### TEXTBOOKS

Léger, Frenand. 2018. *Pawòl Lakay: Haitian-Creole Language and Culture for Beginner and Intermediate Learners<sup>1</sup>*. Second Edition (Book, CDs and Answer key). Educa Vision: Coconut Creek, Florida. (ISBN Number: 9781626327788)

<https://educavision.com/book/PawlLakayOnline>

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

---

<sup>1</sup>IMPORTANT: Please purchase the hardcopy of the textbook. It comes with an answer key booklet and three CDs. The audio files on the CDs will be posted on Canvas for those who do not have a CD player -

<https://educavision.com/book/pawllakaysecondeditionbookandcd>

## COURSE GRADE AND GRADING SCALE:

Preparation/attendance/participation:	40%
Sociocultural oral presentation:	10%
Homework (listening, reading and writing):	20%
Quizzes	10%
Written exam:	10%
Oral exam (interview):	10%

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

## CLASS INFORMATION AND POLICIES

### Preparation, attendance & participation:

Class attendance is mandatory. 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 3 hours per day in practicing their language skills via assignments and other independent learning activities. Absentees are responsible for missed class activities under any circumstances. The grade for any assignment that is not completed or handed in 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 being late and unprepared will have a negative impact on the language learning experience and will also affect student grades.

### Sociocultural oral presentation:

The goal of this activity is to help students gain knowledge about aspects of Haitian culture and society and to develop competences in cultural norms, values, traditions and behavior patterns that are typical of Haitian society. Students are encouraged to compare their own culture and make comparisons with the target language and culture to discover similar and different cultural concepts and patterns. Oral presentation topics includes Haitian music, cinema, television, dance, cuisine, storytelling, leisure, games, sports, festivals and popular culture, etc.

### Homework x 4 (will cover listening, reading and writing skills)

- a) **Listening assignment** - Regular aural practice is essential for improving proficiency in a foreign language. Thus, listening to the activities on the CDs 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 CDs 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** - 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** - 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 500 words and a maximum of 600 words. A half-point will be deducted for every word less for compositions shorter than 500 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.

### **Quizzes x 2 (will cover all lessons already presented prior to the date it is administered)**

Quizzes can be administered at any time in the day they are scheduled.

### **Written exam**

The successful speaking in formal contexts and writing of academic assignments depend to some extent on the command of elementary grammatical structures and proper vocabulary. The goal of the grammar/vocabulary in-class test is to measure student proficiency in these areas. The ability to analyze parts of speech, their nature, their order, functions and relationship in a sentence, as well as vocabulary accuracy will be tested. The test will cover all of the vocabulary and grammatical structures covered in the session.

### **Oral exam (interview):**

The goal of this oral test is to evaluate your speaking and conversational abilities. Students will be asked to speak for about 3-4 minutes on a subject related to the topics studied in class. Then, they will answer questions asked by the instructor for another 2-3 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.

KALANDRIYE (may be subject to further changes)\*

### **MONDAY, JULY 6 (Oral and Written Exams for HAI 3213)**

- Haitian History
  - Read TKSIPA Chapit 3, 4, 5
- **Exams** [Cover two weeks of class]

### **TUESDAY, JULY 7 (Assignment 1 due)**

- Pawòl lakay, Chapter 3 - Leson 1 : Ann al achte rad!
  - Language aim: Describing clothing
  - Vocabulary: Ekspresyon ak mo pou w dekri kalite epi koulè rad ak soulye
  - Grammar & Structures: The adjectives of color and the indefinite article
  - Pronunciation & Spelling: The consonant /g/
  - Listening: De magazen ki vann rad ak soulye
- Pawòl lakay, Chapter 3 - Leson 2 : Gwo van ti lapli!
  - Language aim: Describing the weather & the seasons
  - Vocabulary: Ekspresyon ak mo pou w dekri tan ak sezon yo
  - Grammar & Structures: The definite article (singular & plural)
  - Pronunciation & Spelling: The consonant /j/
  - Writing: Yon lèt pou dekri tan ak sezon

## **WEDNESDAY, JULY 8**

- Pawòl lakay, Chapter 3 - Leson 3 : Tranblemanntè ann Ayiti
  - Language aim: Discussing natural disasters
  - Vocabulary: Ekspresyon ak mo pou w dekri katastwòf natirèl
  - Grammar & Structures: The Nouns: gender & number
  - Pronunciation & Spelling: The consonant /k/
  - Reading: Katastwòf natirèl ann Ayiti
- Pawòl lakay, Chapter 3 - Leson 4 : Ann sispann koupe pyebwa
  - Language aim: Discussing ecological issues
  - Vocabulary: Ekspresyon ak mo pou w dekri pwoblèm ekolojik
  - Grammar & Structures: The demonstrative (singular & plural)
  - Pronunciation & Spelling: The consonants /m/ and /n
  - Listening: Fenomèn debwazman ann Ayiti

❖ *Sociocultural project activity: Ecological issues in Haiti*

## **THURSDAY, JULY 9 (Assignment 2 due)**

- Pawòl lakay, Chapter 4 - Leson 1 : Lekòl ann Ayiti
  - Language aim: Describing the school system
  - Vocabulary: Ekspresyon ak mo pou w dekri sistèm edikatif Ayiti a
  - Grammar & Structures: The possessives used with definite articles
  - Pronunciation & Spelling: The consonant /ch/ and the double consonant /tch/
  - Listening: Elèv ayisyen k ap pale.
- Pawòl lakay, Chapter 4 - Leson 2 : Nan inivèsite a
  - Language aim: Talking about university life.
  - Vocabulary: Ekspresyon ak mo pou w dekri sistèm inivèsite a
  - Grammar & Structures: Conditional & hypothetical sentences, “si” clauses
  - Pronunciation & Spelling: The consonant /r/ and the semi vowel /w/
  - Reading : Si m te, m ta

## **FRIDAY, JULY 10 (Quiz 1 due)**

- Pawòl lakay, Chapter 4 - Leson 3 : Etid inivèsitè
  - Language aim: Talking about your studies.
  - Vocabulary: Ekspresyon ak mo pou w pale sou etid an jeneral
  - Grammar & Structures: The imperative sentences and reflexive verbs
  - Pronunciation & Spelling: The consonant /s /and /z /
  - Writing: Yon lèt aplikasyon pou yon bous etid

- Pawòl lakay, Chapter 4 - Leson 4 : Pwofesyon, metye ak travay!
  - Language aim: Talking about what you would do in life
  - Vocabulary: Ekspresyon ak mo pou w dekri pwofesyon, metye ak travay
  - Grammar & Structures: Making polite requests; and expressing obligation
  - Pronunciation & Spelling: The consonant /t/
  - Speaking: Pale de etid ak karyè pwofesyonèl ou
- ❖ *Sociocultural project activity: The education system in Haiti*

## **DEZYÈM SEMÈN (JULY 6 - JULY 10)**

### **MONDAY, JULY 13**

- Pawòl lakay, Chapter 5 - Leson 1 : Nou pral andeyò!
  - Language aim: Talking about vacation
  - Vocabulary : Ekspresyon ak mo pou w dekri vakans ou
  - Grammar & Structures : Aspectual verbs (tonbe, pran, fèk/fenk, fin, sòt, apèn/apenn, konn)
  - Pronunciation & Spelling: The consonants /ng/ and /g/
  - Listening: Vakans lavil ak andeyò
- Pawòl lakay, Chapter 5 - Leson 2 : Sou wout Jeremi!
  - Language aim: Talking about cars and road traffics
  - Vocabulary: Ekspresyon ak mo pou w pale sou machin ak sikilasyon
  - Grammar & Structures: Modal verbs expressing ability, necessity & permission (ka/kab/kapab, mèt, gen dwa, dwe).
  - Pronunciation & Spelling: The front vowel /u/ and the semivowel /w/ before /i/
  - Speaking : Èske ou se yon bon chofè?

### **TUESDAY, JULY 14 (Assignment 3 due)**

- Pawòl lakay, Chapter 5 - Leson 3 : Ann amize nou!
  - Language aim: Talking about hobbies
  - Vocabulary : Ekspresyon ak mo pou ou dekri jwèt ak amizman
  - Grammar & Structures: The verbal expression kite and annou
  - Pronunciation & Spelling: The consonants /j/ and /y/ after /d/
  - Writing: Ki pastan ki pi bon?

- Pawòl lakay, Chapter 5 - Leson 4 : Nou pral nan fèt chanpèt!
    - Language aim: Talking about festivals for various patron saints
    - Vocabulary: Ekspresyon ak mo pou w dekri aktivite fèt chanpèt
    - Grammar & Structures : Aspectual and modal verbs versus main verbs
    - Pronunciation & Spelling: The letter /h/
    - Reading & listening: Nòtredam nan Tigwav
- ❖ *Sociocultural project activity: Let's go to Haiti for vacation*

### **WEDNESDAY, JULY 15 (Quiz 2 due)**

- Pawòl lakay, Chapter 6 - Leson 1 : Nan ki peyi nou prale?
  - Language aim: Talking about your travel plans & describing countries and people
  - Vocabulary: Ekspresyon ak mo pou w pale sou pwojè vwayaj, nasyonalite ak peyi
  - Grammar & Structures: Emphatic constructions with elements introduced by (se)
  - Pronunciation & Spelling: Consonant blends: bl; br
  - Speaking: Ki peyi ou vizite deja?
- Pawòl lakay, Chapter 6 - Leson 2 : Mwayen transpò
  - Language aim: Describing the means of transportation
  - Vocabulary: Ekspresyon ak mo pou w dekri mwayen transpò (bis, avyon, tren...)
  - Grammar & Structures: Emphatic construction with fronted elements introduced by (se pa ti; se pa de; ala) and the emphatic adverbial menm
  - Pronunciation & Spelling: Consonant blends: dl; dr
  - Reading : Transpò piblik ann Ayiti

### **THURSDAY, JULY 16 (Assignment 4 due)**

- Pawòl lakay, Chapter 6 - Leson 3 : Bon vwayaj!
  - Language aim: Buying tickets & dealing with immigration and customs
  - Vocabulary: Ekspresyon ak mopou w pale sou vwayaj, imigrasyon ak ladwann
  - Grammar & Structures: Negative adverbs (menm, ditou, ankò, nonplis, janm, poko)
  - Pronunciation & Spelling: Consonant blends: fl; fr
  - Speaking: Nan yon ajans vwayaj

- *Sociocultural project activity: Accommodation & Lodging for travelers to Haiti*

- Guest lecture

### **FRIDAY, JULY 17 (Oral and Written Exams)**

- Pawòl lakay, Chapter 6 - Leson 4 : Nan otèl Vila Kreyòl
  - Language aim: Making arrangements for lodging
  - Vocabulary: Ekspresyon ak mo pou w dekri chanm otèl
  - Grammar & Structures: Negative determiner and pronouns (okenn, pyès, anyen, pèsonn)
  - Pronunciation & Spelling: Consonant blends: gl; gr
  - Writing: Piblisite pou yon otèl w ap louvri
- **Exams** [Cover two weeks of class]

#### \*UPCOMING LECTURE:

Presentation by Filmmaker Mario Delatour

Thursday, July 16, 2020

1:00 PM-3:00 PM