

## Haitian Summer Institute – Department of Modern Languages

### GENERAL INFORMATION



<b>Course Title:</b>	HAI 3500 - Haitian Creole & Culture
<b>Semester:</b>	Summer B 2023
<b>Instructor:</b>	Frenand Léger
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### COURSE DESCRIPTION, PURPOSE & TEXTBOOKS

#### Course description:

Haitian Creole Language and Culture course aim to help students develop speaking, listening, reading, writing skills at an intermediate-advanced level. This is an online LIVE course. As such, you will have multiple opportunities to engage with another culture and people in a virtual environment. It also explores different aspects of the Haitian culture and society through virtual study abroad elements. To stimulate learning, students will engage in different communicative and action-oriented tasks such as reading from various sources, grammar and vocabulary exercises, short essays, listening activities, video screening activities, oral presentations. Attendance and participation are compulsory.

#### Course outcomes:

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

- Comprehend various forms of spoken Haitian Creole on different topics studied in class.
- Read Haitian Creole and discuss selected works by Haitian authors.
- Carry on a conversation in Haitian Creole at the intermediate-advanced level in relation to the different topics studied in class.
- Explain the meaning of various expressions and proverbs used among Haitian Creole speakers on a daily basis.
- Take part in discussions about Haitian society, especially as related to Haiti's linguistic situation and education.
- Write fairly long essays in Haitian Creole on a variety of general interest topics.
- Reflect retroactively on their learning experience in the target language and culture (challenges encountered, success, frustration, satisfaction, etc.).

#### Required Texts:

\*Léger, Frenand. *Pawòl Lakay: Haitian-Creole Language and Culture for Beginner and Intermediate Learners*<sup>1</sup>, Second Edition (Book, Audio files and Answer key), Coconut

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<sup>1</sup>\***IMPORTANT:** To make sure students receive all updated components of the textbook, it is best to purchase the

Creek, Florida: Educa Vision, 2018. - ISBN Number: 9781626327788

**Other Recommended Reference Materials:**

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

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

- <http://akademikreyol.net>
- <https://mit-ayiti.net>
- <https://ankreyol.net>
- <http://www.tanbou.com>
- [https://www.hopeforhaitischildren.org/hfhcmedia/Haitian Creole English Dictionary 2nd printing.pdf](https://www.hopeforhaitischildren.org/hfhcmedia/Haitian_Creole_English_Dictionary_2nd_printing.pdf)
- <https://kreyol.com/dictionary/Tt.html>

**Course Grade and Grading Scale:**

Preparation/attendance/participation:	20%
E-Learning portfolio, reflection & oral presentation	20%
Homework x 3 (listening, reading, and writing):	30%
Final Grammar/Vocabulary Exam	30%

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		

**Preparation, attendance & participation (20%)**

The 20% assigned for this category is divided into three parts: 5% for preparation, 10% for attendance and 5% for active participation in virtual classroom activities. 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 asynchronous 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. Students are expected to answer questions and participate in class activities every day since they will receive a participation grade daily. 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.

**E-Learning portfolio, reflection, and oral presentation (20%)**

The goal of this assignment is to help students keep track of their achievements and progress and to reflect retroactively on their learning experience in the target language. This assignment has three components: 1) First, students submit an e-folder that contains samples of work they carried out in the course (6%). 2) The second component (7%) is a short reflection essay (approximately 250 words) where students describe their experience during the semester

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hard copy directly from the Publisher, Educa Vision: <https://educavision.com/book/pawllakaysecondeditionbook>

(challenges encountered, success, frustration, satisfaction, etc.). 3) The third component (7%) is a virtual showcase (oral presentation) of their portfolio where they talk about their experience, achievements, knowledge about aspects of Haitian culture. This is where students show competences in cultural norms, values, traditions, and behavior patterns that are typical of Haitian society. They 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.

### **Final Grammar/Vocabulary Exam (30%)**

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 exam 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 samples of all vocabulary elements and grammatical structures covered during the two-week class.

### **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 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.

## 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 an online LIVE Haitian Creole course with both synchronous and asynchronous components. 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 ressources to assist you in the process of online learning. We recommend that you consult these prior to starting the class.

## INTELLECTUAL PROPERTY

Student or professor materials created for this course (including syllabi, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

## TENTATIVE COURSE CALENDAR (July 3<sup>rd</sup> – July 14<sup>th</sup>, 2023)

<i>Dates</i>	<i>Contents to be covered synchronously, in the morning</i>	<i>Contents to be covered asynchronously in the afternoon, and assignments</i>
<b>Week 1 (July 3<sup>rd</sup> – July 7<sup>th</sup>)</b>		
<b>Monday July 03</b>	<ul style="list-style-type: none"> <li>■ Presentation of the course and the syllabus</li> <li>■ Revision of the parts of speech and their functions</li> <li>■ Chapter 6 <i>Pawòl lakay</i> : <i>Vwayaj nan peyi etranje!</i> <ul style="list-style-type: none"> <li>- Leson 1: <i>Nan ki peyi nou prale?</i></li> </ul> </li> </ul>	Read the song lyrics <a href="#">M pa kyè</a> by Darline Desca and Roody Roodboy, watch the music video, and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for lessons 2 & 3 in chapter 6.
<b>Tuesday July 04</b>	<b>NO CLASS –Independence Day (observed)</b>	<b>NO CLASS</b>
<b>Wednesday July 05</b>	<ul style="list-style-type: none"> <li>■ Chapter 6 <i>Pawòl lakay</i> : <i>Vwayaj nan peyi etranje!</i> <ul style="list-style-type: none"> <li>- Leson 2: <i>Mwayen transpò</i> and Leson 3: <i>Bon vwayaj!</i></li> <li>- Language aim: <i>Describing means of transportation and dealing with buying tickets, immigration, and customs.</i></li> </ul> </li> </ul>	Watch the video <a href="#">Visit Haiti - How to take a Taptap</a> and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for lesson 4 in chapter 6.
<b>Thursday July 06</b>	<ul style="list-style-type: none"> <li>■ Chapter 6 <i>Pawòl lakay</i> : <i>Vwayaj nan peyi etranje!</i> <ul style="list-style-type: none"> <li>- Leson 4: <i>Nan otèl Vila Kreyòl</i></li> <li>- Language aim: <i>Making arrangements for lodging.</i></li> </ul> </li> <li>■ Sociocultural project activity: <i>Accommodation &amp; Lodging for travelers to Haiti</i></li> </ul>	Read the song lyrics <a href="#">Timoun</a> by Emeline Michel, watch the music video, and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for lessons 1 & 2 in chapter 7.
<b>Friday July 07</b>	<ul style="list-style-type: none"> <li>■ Chapter 7 <i>Pawòl lakay</i> : <i>Manje ak bwason</i> <ul style="list-style-type: none"> <li>- Leson 1: <i>Ann ale nan mache!</i> and Leson 2: <i>Nan makèt la!</i></li> <li>- Language aim: <i>Shopping for food, expressing quantity, &amp; making comparison.</i></li> </ul> </li> </ul>	<b>Do the listening assignment, which is due before midnight (10%)</b>  Do the remaining exercises in <i>Pawòl lakay</i> and prepare for lessons 3 & 4 in chapter 7.
<b>Week 2 (July 10<sup>th</sup> – July 1<sup>st</sup>)</b>		
<b>Monday July 10</b>	<ul style="list-style-type: none"> <li>■ Chapter 7 <i>Pawòl lakay</i> : <i>Manje ak bwason</i> <ul style="list-style-type: none"> <li>- Leson 3: <i>Ann pase atab!</i> and Leson 4: <i>Nan restoran an</i></li> <li>- Language aim: <i>Identifying and describing Haitian meals and dishes.</i></li> <li>- Sociocultural project activity: <i>Manje</i></li> </ul> </li> </ul>	Read the song lyrics <a href="#">Savalouwe</a> by RAM, watch the music video, and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for lessons 1 & 2 in chapter 8.

	<i>aysiyen se koupe dwèt!</i>	
<b>Tuesday July 11</b>	<ul style="list-style-type: none"> <li>■ Chapter 8 <i>Pawòl lakay</i> : Lasante, maladi ak lanmò</li> <li>- Leson 1: <i>Lasante ak Lijyèn se Kòkot ak Figawo</i> and Leson 2: <i>Pwoblèm sante!</i></li> <li>- Language aim: <i>Describing the human body, personal hygiene &amp; healthcare issues.</i></li> </ul>	<p><b>Do the reading assignment, which is due before midnight (10%)</b></p> <p>Do the remaining exercises in <i>Pawòl lakay</i> and prepare for lessons 3 &amp; 4 in chapter 8.</p>
<b>Wednesday July 12</b>	<ul style="list-style-type: none"> <li>■ Chapter 8 <i>Pawòl lakay</i> : Lasante, maladi ak lanmò</li> <li>- Leson 3: <i>Lasante se richès!</i> and Leson 4: <i>Veye lanmò! (idem)</i></li> <li>- Language aim: <i>Discussing about funeral rituals.</i></li> <li>- Sociocultural project activity: Folk and religious beliefs in Haiti</li> </ul>	<p>Read the song lyrics <a href="#"><i>Ou merite plis ke sa</i></a> by Roody Roodboy, watch the music video, and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for the oral presentation of the E-portfolio.</p>
<b>Thursday July 13</b>	<ul style="list-style-type: none"> <li>■ Catch up and revision sessions.</li> <li>■ <b>Oral presentation on the E-Portfolio (7%)</b></li> </ul>	<p><b>Do the E-portfolio (samples of work, the reflection essay and the Power-point file for the oral presentation), which is due before midnight (20%)</b></p> <p>Prepare for the oral presentation of the E-portfolio.</p>
<b>Friday July 14</b>	<ul style="list-style-type: none"> <li>■ Tell students how to get prepared for the next course level.</li> <li>■ <b>Oral presentation on the E-Portfolio (7%)</b></li> <li>■ <b>Final Grammar/Vocabulary Exam (30%)</b></li> </ul>	<p><b>Do the writing assignment, which is due before midnight (10%)</b></p>

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