

Haitian Summer Institute (LACC /FIU)	Summer B 2021
Accelerated Intermediate Haitian Creole (HAI 3214)	
Instructor: Frenand Léger	Office hours: by appointment
Class Time and Room: Deuxième Maison (DM) 193 09:00 AM – 12:00 PM / 01:00 PM – 03:00 PM Monday - Friday	

Course description:

Taught in Haitian Creole, accelerated intermediate Haitian Creole is designed to help students develop their speaking, listening, reading, and writing skills. This is a Virtual Study Abroad course. As such, you will have multiple opportunities to engage with another culture and people in a virtual environment. 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 Haiti’s culture and its people through virtual study abroad elements. Attendance and participation are compulsory.

Course outcomes:

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.
- Demonstrate an understanding of cultural-related and language-related differences and similarities between Haitians and other people in the Caribbean and in the world.
- Compare selected aspects of the United States and Haitian cultures orally and in writing.
- Present orally on a variety of general interest cultural topics.
- Write short 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*¹, Second Edition (Book, Audio files and Answer key), Coconut Creek, Florida: Educa Vision, 2018. - ISBN Number: 9781626327788.

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

¹***IMPORTANT:** The second edition of *Pawòl Lakay* textbook comes with an answer key booklet and accompanying audio files. Students have the choice of purchasing the hard copy or the e-copy of the textbook from the publisher. To make sure you receive all updated components of the textbook, please purchase it **ONLY** from the Publisher, Educa Vision: <https://educavision.com/book/pawllakaysecondeditionbookandcd>.

Other Recommended Reference Materials:

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

- <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://kreyol.com/dictionary/Tt.html>

Course Grade and Grading Scale:

Preparation/attendance/participation:	20%
E-Learning portfolio and reflection	20%
Homework x 3 (listening, reading and writing):	30%
Final Grammar/Vocabulary Exam	20%
Final Oral Exam (interview):	10%

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		

CLASS INFORMATION, POLICIES AND EVALUATION

Preparation, attendance & participation (20%)

The 20% assigned for this category is divided into three parts: 5% for preparation, 5% for attendance and 10% for active participation in 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 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.

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 and culture (challenges encountered, success, frustration, satisfaction, etc.) This assignment has two components: 1) students submit a e-portfolio containing all works carried out in the course accompanied by a short reflection essay (approximately 250 words). 2) Students prepare and make a virtual showcase of their portfolio where they insist on their experience, achievements, knowledge about aspects of Haitian culture and society. This is where students show 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.

Final Grammar/Vocabulary Exam (20%)

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.

Final Oral Exam - Interview (10%)

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).

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 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.

INTELLECTUAL PROPERTY

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TENTATIVE COURSE CALENDAR (June 21st - July 2nd 2021)

<i>Dates</i>	<i>Contents to be covered</i>	<i>Homework, Tests & Assignments</i>
Week 1 (June 21st - June 25th)		
Monday June 21	<ul style="list-style-type: none"> ■ Orientation and Placement Tests 	Homework for next class: Prepare activities on article “Factor’s affecting the teaching and learning of Haitian Creole...”
Tuesday June 22	<ul style="list-style-type: none"> ■ Presentation of the course, the syllabus and the textbook ■ Brief discussion on Distant Language Learning and VSA ■ The sociolinguistic situation in Haiti and the Kreyòl language ■ Parts of speech and their functions ■ Revision of the Kreyòl alphabet, sound system and other basics 	Homework for next class: Prepare <i>Ayiti se</i> by MikaBen and chapter 3 in <i>PL</i> .
Wednesday June 23	<ul style="list-style-type: none"> ■ Chapter 3 <i>Pawòl lakay</i> : Bon tan ! Move tan! - Leson 1: <i>Ann al achte rad!</i> and Leson 2: <i>Gwo van, ti lapli!</i> - Language aim: <i>Describing clothing, the weather and the seasons.</i> ■ Cultural activities: General introduction to Haitian culture and society using song’s lyrics and video by MikaBen (<i>Ayiti se</i>) 	Homework for next class: Prepare for the activities on <i>Ecological issues in Haiti</i> and song’s lyrics by BIC (<i>Men sa lanmè di</i>) and chapter 3, lessons 3-4 in <i>PL</i> .
Thursday June 24	<ul style="list-style-type: none"> ■ Chapter 3 <i>Pawòl lakay</i> : Bon tan ! Move tan! - Leson 3: <i>Tranblemanntè ann Ayiti</i> and Leson 4: <i>Ann sispann koupe pyebwa</i> - Language aim: - <i>Discussing ecological issues and natural disasters</i> ■ Sociocultural project activity: <i>Ecological issues in Haiti</i> ■ Cultural activities: song’s lyrics by BIC (<i>Men sa lanmè di</i>) 	Homework for next class: Do the listening assignment and take a look at chapter 4, lessons 1-2 in <i>PL</i> .
Friday June 25	<ul style="list-style-type: none"> ■ Chapter 4 <i>Pawòl lakay</i> : Lekòl, travay ak pwofesyon - Leson 1: <i>Lekòl ann Ayiti</i> and Leson 2 <i>Nan inivèsite:</i> - Language aim: <i>Describing and comparing school systems</i> ■ Video Re-Imagining Education in Haiti: Steve Sider at TEDxSixteenMileCreek 	Listening assignment is due (10%) Homework for next class: Prepare for the activities on the education system in Haiti and take a look at chapter 4, lessons 3-4 in <i>PL</i> .
Week 2 (June 28th – July 2nd)		
Monday June 28	<ul style="list-style-type: none"> ■ Chapter 4 <i>Pawòl lakay</i> : Lekòl, travay ak pwofesyon - Leson 3: <i>Etid inivèsitè</i> and Leson 4: <i>Pwofesyon, metye ak travay!</i> - Language aim: <i>Talking about university life and studies.</i> ■ Sociocultural project activity: <i>The education system in Haiti</i> ■ Video on Matènwa Community School 	Homework for next class: Prepare excerpt “Panama m tonbe” from the <i>Haiti Reader</i> , p. 132 and complete the reading assignment. Take a look at chapter 5, lessons 1-2 in <i>PL</i> .
Tuesday June 29	<ul style="list-style-type: none"> ■ Chapter 5: <i>Vakans lan rive, plezi gaye!</i> - Leson 1: <i>Nou pral andeyò!</i> and Leson 2: <i>Sou wout Jeremi!</i> - Language aim: <i>Talking about vacation, cars and road traffics</i> ■ Receptive activities - Reading “Panama m tonbe” from the <i>Haiti Reader</i>; Video screening and music learning activities. 	Reading assignment is due (10%) Homework for next class: Prepare chapter 5, lessons 3-4 in <i>PL</i> .
Wednesday June 30	<ul style="list-style-type: none"> ■ Chapter 5: <i>Vakans lan rive, plezi gaye!</i> - Leson 3: <i>Ann amize nou!</i> and Leson 4: <i>Nou pral nan fèt chanpèt!</i> - Language aim: <i>Talking about hobbies and festivals in Haiti</i> ■ Sociocultural project activity: <i>Let’s go to Haiti for vacation</i> 	Homework for next class: Prepare questions on the contents covered for revision.

Thursday July 01	<ul style="list-style-type: none"> ■ Catch up session ■ Revision session ■ Final Grammar/Vocabulary Exam (20%) 	Homework for next class: Finalize your e-portfolio dossier and practice its oral presentation. Prepare for the Final oral exam – Interview.
Friday July 02	<ul style="list-style-type: none"> ■ Oral presentation on the E-Portfolio (20%) ■ Final oral Exam – Interview (10%) ■ Tell students how to get prepared for the next course level 	Writing assignment is due (10%) Homework for next class: Prepare lesson 1 in chapter 6 <i>Pawòl lakay</i> .

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