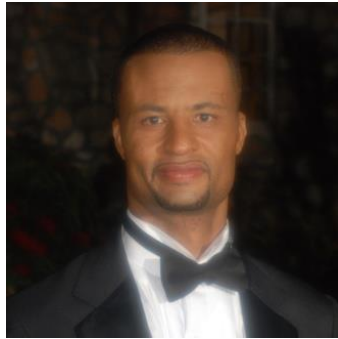


Haitian Summer Institute – Department of Modern Languages

GENERAL INFORMATION



| | |
|------------------------------|---|
| Course Title: | HAI 3214- Accelerated Intermediate Haitian Creole |
| Semester: | Summer B 2023 |
| Instructor: | Frenand Léger |
| Office Number: | 305-348-2894 |
| Virtual Office Hours: | By appointment |
| E-mail: | fleger@fiu.edu |
| Website: | https://utoronto.academia.edu/FrenandLeger |

COURSE DESCRIPTION, PURPOSE & TEXTBOOKS

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 an online LIVE 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 Textbook:

*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.

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%20Creole%20English%20Dictionary%20printing.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= 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, 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.

¹***IMPORTANT:** To make sure students receive all updated components of the textbook, it is best to purchase the hard copy directly from the Publisher, Educa Vision: <https://educavision.com/book/pawllakaysecondeditionbook>

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 (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 and society. 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. 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 components, 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

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 (June 19th - June 30th, 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> |
|---|--|--|
| Week 1 (June 19th - June 23rd) | | |
| Monday June 19 | <ul style="list-style-type: none"> ■ Orientation and Placement Tests | Read the article " Factor's affecting the teaching and learning of Haitian Creole... " and answer the questions. |
| Tuesday June 20 | <ul style="list-style-type: none"> ■ Presentation of the course, the syllabus, and the textbook ■ Brief discussion on Onlive LIVE course ■ Parts of speech in HC and their functions ■ Revision of the Kreyòl alphabet, sound system and other basics | Read the song lyrics Ayiti se by MikaBen, watch the music video, and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for chapter 3, lessons 1-2. |
| Wednesday June 21 | <ul style="list-style-type: none"> ■ Chapter 3 <i>Pawòl lakay</i> : Bon tan ! Move tan! <ul style="list-style-type: none"> - 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> | Read the song lyrics Bon bagay by Beethovas Obas, watch the music video, and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for chapter 3, lessons 3-4. |
| Thursday June 22 | <ul style="list-style-type: none"> ■ Chapter 3 <i>Pawòl lakay</i> : Bon tan ! Move tan! <ul style="list-style-type: none"> - 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> | Read the song lyrics Men sa lanmè di by BIC, watch the music video and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for chapter 4, lessons 1-2. |
| Friday June 23 | <ul style="list-style-type: none"> ■ Chapter 4 <i>Pawòl lakay</i> : Lekòl, travay ak pwofesyon <ul style="list-style-type: none"> - Leson 1: <i>Lekòl ann Ayiti</i> and Leson 2 <i>Nan inivèsite:</i> - Language aim: <i>Describing and comparing school systems.</i> | <p>Do the listening assignment, which is due before midnight (10%)</p> <p>Do the remaining exercises in <i>Pawòl lakay</i> and prepare for chapter 4, lessons 3-4.</p> |
| Week 2 (June 26th – June 30th) | | |
| Monday June 26 | <ul style="list-style-type: none"> ■ Chapter 4 <i>Pawòl lakay</i> : Lekòl, travay ak pwofesyon <ul style="list-style-type: none"> - Leson 3: <i>Etid inivèsite</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> | Watch Video on Matènwa Community School , and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for chapter 5, lessons 1-2. |
| Tuesday June 27 | <ul style="list-style-type: none"> ■ Chapter 5: <i>Vakans lan rive, plezi gaye!</i> <ul style="list-style-type: none"> - 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> | <p>Do the reading assignment, which is due before midnight (10%)</p> <p>Do the remaining exercises in <i>Pawòl lakay</i> and prepare for chapter 5, lessons 3-4.</p> |

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|-------------------------------------|--|--|
| <p>Wednesday June 28</p> | <ul style="list-style-type: none"> ■ Chapter 5: Vakans lan rive, plezi gaye! - 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> | <p>Read the song lyrics <i>Dekole</i> by J. Perry, watch the music video, and do the activities. Do the remaining exercises in <i>Pawòl lakay</i> and prepare for the oral presentation.</p> |
| <p>Thursday June 29</p> | <ul style="list-style-type: none"> ■ Catch up and revision sessions. ■ Oral presentation on the E-Portfolio (7%) | <p>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%)</p> <p>Prepare for the oral presentation of the E-portfolio.</p> |
| <p>Friday June 30</p> | <ul style="list-style-type: none"> ■ Tell students how to get prepared for the next course level. ■ Oral presentation on the E-Portfolio (7%) ■ Final Grammar/Vocabulary Exam (30%) | <p>Do the writing assignment, which is due before midnight (10%)</p> |

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