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| <b>Haitian Summer Institute (LACC /FIU)</b>   | <b>Summer B 2021</b>                |
| Haitian Creole Language & Culture (HAI3500)   |                                     |
| <b>Instructor:</b> Frenand Léger  | <b>Office hours:</b> by appointment |
| <b>Class Time and Room:</b> Deuxième Maison (DM) 194<br>09:00 AM – 12:00 PM / 01:00 PM – 03:00 PM   Monday - Friday |                                     |

**Course description:**

Haitian Creole Language and Culture course is designed to help students develop their speaking, listening, reading, writing skills at an intermediate-advanced level. It also explores different aspects of the Haitian culture and society through virtual study abroad elements. 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. 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 Creek, Florida: Educa Vision, 2018. - ISBN Number: 9781626327788 (*Students have the choice of purchasing the hard copy or the e-copy of the textbook from the publisher*).

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

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<sup>1</sup>\***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://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= <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            |                  |                  |

## 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 folder 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**

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 5<sup>th</sup> – July 16<sup>th</sup> 2021)

| Dates   | Contents to be covered  | Homework, Tests & Assignments  |
|---|---|--|
| <b>Week 1 (July 5<sup>th</sup> – July 9<sup>th</sup>)</b>   |   |  |
| <b>Monday<br/>July 05</b>                                   | <b>NO CLASS –Independence Day (observed)</b>  |  |
| <b>Tuesday<br/>July 06</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 : Vwayaj nan peyi etranje!</i> <ul style="list-style-type: none"> <li>- Leson 1: <i>Nan ki peyi nou prale ?</i> and Leson 2: <i>Mwayen transpò</i></li> <li>- Language aim: <i>Talking about your travel plans &amp; describing countries and people.</i></li> </ul> </li> <li>■ Cultural activities: Visit Haiti - How to take a Taptap (<a href="https://www.youtube.com/watch?v=SaWCEjj4kOE">https://www.youtube.com/watch?v=SaWCEjj4kOE</a>)</li> </ul> | Homework for next class:<br>Prepare lessons 3 & 4 in chapter 6 <i>Pawòl lakay</i>  |
| <b>Wednesday<br/>July 07</b>                                | <ul style="list-style-type: none"> <li>■ Chapter 6 <i>Pawòl lakay : Vwayaj nan peyi etranje!</i> <ul style="list-style-type: none"> <li>- Leson 3: <i>Bon vwayaj!</i> and 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>  | Homework for next class:<br>Prepare lessons 1 & 2 in chapter 7 <i>Pawòl lakay</i> .  |
| <b>Thursday<br/>July 08</b>                                 | <ul style="list-style-type: none"> <li>■ Chapter 7 <i>Pawòl lakay : 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> <li>- Cultural activities: Video Shopping in Haiti/ outdoor market-Sights (<a href="https://www.youtube.com/watch?v=84xobuBpMmA">https://www.youtube.com/watch?v=84xobuBpMmA</a>)</li> </ul> </li> </ul>  | Homework for next class:<br>Work on the listening assignment and take a look at lessons 3 & 4 in chapter 7 <i>Pawòl lakay</i> .                                  |
| <b>Friday<br/>July 09</b>                                   | <ul style="list-style-type: none"> <li>■ Chapter 7 <i>Pawòl lakay : 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>Shopping for food, expressing quantity &amp; making comparison</i></li> </ul> </li> <li>■ Sociocultural project activity: <i>Manje aysiyen se koupe dwèt!</i></li> <li>■ Activities to prepare for Dr. DeGraff's presentation</li> </ul>  | <b>Listening assignment is due (10%)</b><br>Homework for next class:<br>Prepare lesson 1 and 2 in chapter 8 <i>Pawòl lakay</i> & work on the reading assignment. |
| <b>Week 2 (July 12<sup>th</sup> – July 16<sup>th</sup>)</b> |   |  |
| <b>Monday<br/>July 12</b>                                   | <ul style="list-style-type: none"> <li>■ Chapter 8 <i>Pawòl lakay : Lasante, maladi ak lanmò</i> <ul style="list-style-type: none"> <li>- Leson 1: <i>Lasante ak Lijyèn se Kòkot ak Figawo</i> and Leson 2: <i>Pwoblèm sante! (Essential parts of these two chapters)</i></li> <li>- Language aim: <i>Describing the human body, personal hygiene &amp; healthcare issues.</i></li> </ul> </li> <li>■ <b>Presentation by Dr. Michel DeGraff (in the afternoon)</b></li> </ul>   | <b>Reading assignment is due (10%)</b><br>Homework for next class:<br>Prepare lesson 3 in chapter 8 <i>Pawòl lakay</i>   |
| <b>Tuesday<br/>July 13</b>                                  | <ul style="list-style-type: none"> <li>■ Chapter 8 <i>Pawòl lakay : Lasante, maladi ak lanmò</i> <ul style="list-style-type: none"> <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> </li> <li>■ Cultural activities: Video Voodoo Priest Tries to Banish a Spirit   National Geographic <a href="https://www.youtube.com/watch?v=PmwKbp4l6g">https://www.youtube.com/watch?v=PmwKbp4l6g</a></li> </ul>   | Homework for next class:<br>Prepare for activities on BIC's book preface and song lyrics <i>Kokorat</i> .  |
| <b>Wednesday<br/>July 14</b>                                | <ul style="list-style-type: none"> <li>■ Activities to prepare for BIC and Dr. DeGraff's co-presentation</li> <li>■ Receptive activities (grammar/vocabulary) - listening song's lyrics by BIC (<i>Kokorat</i>) and BIC's book preface by DeGraff.</li> </ul>   | Homework for next class:<br>Prepare questions on the contents covered to   |

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|                             | <ul style="list-style-type: none"> <li>■ Interactive activities (debate) on the song's lyrics and video.</li> </ul>  | facilitate the revision.  |
| <b>Thursday<br/>July 15</b> | <ul style="list-style-type: none"> <li>■ Catch up and revision session</li> <li>■ <b>Final Grammar/Vocabulary Exam (20%)</b></li> <li>■ <b>Presentation by BIC and Dr. Michel DeGraff (in the afternoon)</b></li> </ul>          | Homework for next class: Finalize your e-portfolio dossier and practice its oral presentation. Prepare for the Final oral Exam – Interview. |
| <b>Friday<br/>July 16</b>   | <ul style="list-style-type: none"> <li>■ <b>Oral presentation on the E-Portfolio (20%)</b></li> <li>■ <b>Final oral Exam – Interview (10%)</b></li> <li>■ Tell students how to get prepared for the next course level</li> </ul> | <b>Writing assignment is due (10%)</b>  |

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