

Beginning Haitian Creole 2

Spring 2018 Syllabus

Teaching Assistant: Alexandra Cenatus

Class location and time: M-F 11:45-12:35 pm, MAT 0011

Coordinator: Ben Hebblethwaite, hebble@ufl.edu

Office hours: Tuesday and Wednesday: 10:00-11:00 am

Office location: Grinter Hall, Room 338

Contact: acenatus@ufl.edu

Equal Rights Statement:

All activities in this class are open to all persons with non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions, or affiliations.

Class Objectives:

Our objective is to help develop your proficiency in **speaking, reading, writing, and listening** in Haitian Creole. Our goal is to accomplish this in a classroom setting where communicative, form-focused, and meaningful activities activate learning. In addition to the instruction of Haitian Creole, the instruction of Haitian culture, society and especially music (*konpa, rasin, twoubadou, rap, raga, levanjil, vodou tradisyonèl*, etc.) are an important part of the class experience.

Course Structure:

This class is structured after the team-based-learning (TBL) strategy. Teams will be formed during the first week of the semester. Each team will have their own team folder, where scores of the team Readiness Assessment Test (tRAT, see below for more information) and other assignments will be recorded.

Required Student Resources:

- *Ann Pale Kreyòl: An Introduction Course in Haitian Creole* by Albert Valdman (Revised Version)
- *Vilokan* by Kiki Wainwright (2016)
- *Ti Istwa Kreyòl/ Short Stories* by Emmanuel Vedrine
- *Voanouvel* – Link: <https://www.voanouvel.com/> (Links to an external site.)[Links to an external site.](#)
- Important Class Documents and Modules (Canvas)

Grade Distribution:

The course itself is divided into seven modules, combining grammar and discussions. Each module will contain specific learning objectives for that module and readings that will enable you to reach these objectives.

Each module will follow a sequence known as the Readiness Assurance Process.

- **Individual Readiness Assessment Test (I-RAT)**

The first in-class activity for each module is the I-RAT, which is based on the assigned readings. These are in the form of a short quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. They are designed both to assess comprehension as well as to maintain accountability for reading the assignments on time. You will take the I-RAT on Canvas, so you must bring your laptop or a device where you can do this during the assigned time in class. If anyone do not have a device that will allow you to have access to Canvas during class, please let me know. Your I-RAT scores will be anonymous.

- **Team Readiness Assessment Test (T-RAT)**

Right after finishing the I-RAT you will take the same test as a team. You can discuss the questions as a team and decide on an answer for each question. The teams T-RAT scores will be posted on Canvas, so teams can monitor one another's performance.

- **Appeals**

After the T-RATs are completed, students can appeal any question they missed on the team test. Students can submit any reasons they want for arguing that their answer should be considered correct instead of wrong. Appeals are only granted when an argument is presented demonstrating comprehension of the concepts. An appeal must be submitted in writing and explain in a couple of short paragraphs why the team believes its answer to be correct. Direct evidence from the reading must be used and cited. Appeals are to be submitted via e-mail to the instructor within 24 hours after class.

- **Applications**

Most of the class meetings will consist of team-based activities that will allow you to improve your Haitian Creole skills. I will assign several types of applications based on news article, assigned textbook, poetry, and require that you as a Team to make corrections. Your Team will need to poll each member, listen to each member's ideas and their explanation for why their idea should be supported, and then reach a Team consensus. At the end of your deliberation, all the Teams will simultaneously show their decisions. Then we will discuss the question as a class. Over the semester, we will do many smaller applications. 6 randomly selected Team Applications will be graded. The Team Portion of each graded application is worth 20 points and will be posted on Canvas.

- **Reflections**

These are short essays of maximum 200 words. The objective of these papers is to help you develop your writing abilities. As part of the group applications we will work on how to hammer out arguments and on how to support an argument through

active and critical engagement. In these reflections, you are challenged to work on this at an individual level.

Essay

In this project, you will write on an aspect or some aspects of Haitian culture/society in Haiti or in the U.S. The assignment must be typed. You are expected to use a dictionary, especially one of those recommended in this syllabus. You may also ask a native speaker to look over your work and offer suggestions, HOWEVER, you must be able to translate every word in your essay into English *without* a dictionary.

This work **MUST BE YOUR OWN WORK**. Certain students have paid people fluent in Creole to write for them. This obvious to me since I can compare written work turned in to me with written work on exams. I reserve the right to ask you to translate your entire essay to me.

UF professors fail plagiarists.

- Essay must be typed and double-spaced with 1-inch margins.
- Essay must be a minimum of 500 words.
- A paper version must be submitted.
- Times New Roman .12 font must be used with appropriate accents (handwritten accents are not accepted).
- In order to type accents in Microsoft Word follow these guidelines with your computer keyboard:
 - 1) For è: Push Ctrl + ` at the same time (` is the key with ~ on top), let go and next push e and this produces è
 - 2) For ò: Push Ctrl + ` at the same time, let go and next push o and this produces ò

Citations from outside sources (printed or electronic) are strongly recommended and should be accompanied by appropriate bibliographical references. Example:

Book:

Author. Year of publication. *Title of book*. City of publisher: Publisher.

Article in journal, magazine, etc.:

Author. Year of publication. Title of article. *Name of source*, Issue of publication, pages numbers.

Final Test

The test consists of multiple-choice questions and short essay questions.

Peer Evaluation

One of the most significant concerns with working in a group and receiving team grades

is that some of the members of the team may work harder than others or “free-ride” off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers during the course. There will be an informal evaluation at the mid-term point, used as feedback for individual team members. At the end of the semester, each of you will complete a confidential “peer evaluation” to assess the contribution of the other members of your team. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Where they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?) These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. I will provide more information about this in class.

Extra Credit

You will have the opportunity to earn extra credit through individual and group efforts. More information about this will be given in class.

Grading

Grades are based on three categories of evaluations

Individual Performance

<u>Activity</u>	<u>Points (740)</u>	<u>Due Date</u>
• (7) tests (20 pts each) below)	140	(see
• Attendance	100	
• Assignments 200		
• Journal 100	(every 15 and 30 of each month)	
• Final Test 100	(04/25)	
• Final Paper 100	(04/27)	

Team Performance

<u>Activity</u>	<u>Points (740)</u>	<u>Due Date</u>
• (7) Applications (20 pts each)	140	
• Lodyans	200	02/08
• Podcast 200		03/08
• Health Presentation 200	04/12	

Team Contribution

<u>Activity</u>	<u>Points (200)</u>	<u>Due Date</u>
-----------------	---------------------	-----------------

- Mid-term peer evaluation 100 (02/20)
- Final peer-evaluation 100 (04/27)

Note: You will decide, as a class, how much each category above will contribute to your final grade. We will decide these proportions during the second week of the course. Your final grade will be determined by your standing in the overall distribution within our class.

Class Code

- **No Late Work Policy**

Sorry, no late work accepted except if a medical or emergency excuse is stapled to the assignment when submitted. Failing to submit homework can significantly worsen your grade.

- **Attendance Policy**

Students are expected to attend class **daily**. Students may take **5 unexcused absences = 5 hours**. Excessive unexcused absences and tardiness result in (drastic) lowering of the participation score.

If a student *is* absent, he or she is expected to contact the instructor **within 24 hours** with the reason for his or her absence. Medical treatment or a personal or family emergency are grounds for an excused absence, *a note including a contact phone number is required*.

- **Standard Haitian Creole**

The variety of Haitian Creole found in *Ann pale kreyòl* is called Standard Haitian Creole. Standard Haitian Creole, which is spoken by a large majority of Haitians. Standard Haitian Creole has dominated publishing in Haitian Creole for 50 years. Many prestigious publications have appeared in Standard Haitian Creole, such as *Dezafi*, *Bib la*, *Agasya*, etc.

- **Academic Honesty Guidelines**

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded

If you need this syllabus in an alternate format, please speak to Ben

Haitian Creole 1131

Spring 2018, Schedule & Assignments.

1 Introductions

Monday, January 8 - Welcome to Haitian Creole!

Tuesday, January 9 - Haitian Greetings

Wednesday, January 10 - Let us learn the Haitian Alphabet! Part 1

Thursday, January 11- Let us learn the Haitian Alphabet! Part 2

Friday, January 12 - Let us sing!

2 -3: Module 1- History of Haiti

Monday, January 15 - **Martin Luther King, Jr. Day (No Class)**

Tuesday, January 16 - History of Haiti

Wednesday, January 17 - Geography of Haiti

Thursday, January 18 - Meet a Haitian hero

Friday, January 19 - Haiti National Anthem

Monday, January 22 - *Peyi Nou an*

Tuesday, January 23 - Haitian Politics

Wednesday, January 24 - Dictation

Thursday, January 25 - *Vilokan*

Friday, January 26 - **Test 1**

4-5: Module 2- Haitian Art

Monday, January 29 - Haitian paintings

Tuesday, January 30 - Sentaniz

Wednesday, January 31 - Haitian Commercials

Thursday, February 1 - Lodyans

Friday, February 2 - Haitian Proverbs

Monday, February 5 - Haitian Play

Tuesday, February 6 - Haitian Creole Expressions

Wednesday, February 7 - Dictation

Thursday, February 8 - *Vilokan*

Friday, February 9 - **Test 2**

6-7: Module 3- Haitian Music

Monday, February 12 - Konpa

Tuesday, February 13 - Rap Kreyòl

Wednesday, February 14 - Haitian Love

Thursday, February 15 - Haitian Carnival

Friday, February 16 - Mizik Rasin

Monday, February 19 - Haitian Twoubadou

Tuesday, February 20 - Haitian Jazz

Wednesday, February 21 - World Music

Thursday, February 22 – *Vilokan*

Friday, February 23 - **Test 3**

8-9: Module 4- Haitian Food

Monday, February 26 - Haitian Food Overview

Tuesday, February 27 - Buying at the Market

Wednesday, February 28 - Haitian Food Recipes

Thursday, March 1 - Let us to go to a restaurant!

Friday, March 2 - Food quantities

SPRING BREAK IS MARCH 3 -10

Monday, March 12 - Haitian Beverages

Tuesday, March 13 - Haitian Diet

Wednesday, March 14 – *Short Stories*

Thursday, March 15 - Food presentation

Friday, March 16 - **Test 4**

10-11: Module 5- Haitian Migration

Monday, March 19 - Tourism sites

Tuesday, March 20 - Public Transportation in Haiti

Wednesday, March 21- Entry, Visit, and Visa requirements

Thursday, March 22- Safety and Security

Friday, March 23 - Visiting the United States

Monday, March 26 - Haitian Migration

Tuesday, March 27 - *Viejo*

Wednesday, March 28 – *Bèbè Golgota*

Thursday, March 29 – *Short Stories*

Friday, March 30 - **Test 5**

12-13: Module 6- Health

Monday, April 2 – Parts of the Body

Tuesday, April 3 - Healthy Habits

Wednesday, April 4 - Exercise

Thursday, April 5 - Disease

Friday, April 6 - Remedy

13

Monday, April 9 - Medical Care

Tuesday, April 10 - Natural Medicine

Wednesday, April 11 – Death

Thursday, April 12 - Health Presentation

Friday, April 13 - **Test 6** -

14- 15: Module 7- Movies

Monday, April 16 – *Sonson*

Tuesday, April 17 – *Sonson*

Wednesday, April 18 - Dictation

Thursday, April 19 – Presentations

Friday, April 20 - Presentations

Monday, April 23 - Presentations

Tuesday, April 24 - Review

Wednesday, April 25 - Final Test

Sunday, April 29th - Final essay due