

Syllabus for Haitian Creole 1131, Spring 2015, UF

Silabis pou Kreyòl Ayisyen

Teaching Assistant Alexandra Cenatus

Email: [acenatus@ufl.edu](mailto:acenatus@ufl.edu)

Coordinator: Ben Hebblethwaite, [hebble@ufl.edu](mailto:hebble@ufl.edu)

Office hours: M & W: 1:00-2:00pm

Office location: Grinter Hall, Room 338

Class website: Canvas

**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.

**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.

## **Readiness Assurance Process (RAP)**

The RAP is an integral piece of the TBL Strategy. This process allows you numerous opportunities to demonstrate that you comprehend the readings and course concepts, while receiving immediate feedback on your progress. The RAP takes place in a sequence containing the following components:

### 1) Readings

At the start of each module, you will complete a number of readings outside of class. These readings contain the core concepts and ideas of that particular module. While these will not be the only reading for each unit, they will provide you with the foundation that will be built upon with supplemental readings later on in each unit.

### 2) 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 have to 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.

### 3) Team Readiness Assessment Test (T-RAT)

Right after finishing the I-RAT you will take the same test as a team. You are allowed to 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.

### 4) 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 different 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 of 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 1000 words.
- A paper version must be submitted. **YOU CANNOT JUST EMAIL IT TO ME!**
- 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

1. A) Individual Performance
  - 7 IRAT scores, 20 points each 140
  - b. 1 essay, 100
  - c. 2 reflections 50 points each 100
  - d. Attendance 100
  - e. Final test 100
  - f. Extra credit bonus point 20
2. B) Team Performance
  - 7 GRAT scores, 20 points each 140
  - b. 6 graded Team Applications, 20 points each 120
3. 2 reflections, 50 points each 100
  - d. Extra credit bonus points 20
4. C) Team Contribution
  - Mid-term peer evaluation 100
  - b. Final peer-evaluation 100

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.

Grading scale

GRADE A A- B+ B B- C+ C C- D+ D D- E

TOT % 94-100 88-93 82-87 76-81 71-75 66-70 61-65 56-60 51-55 46-50 40-45 <40

Required texts:

All these textbooks are available at: GTI textbooks, TIS textbooks, University Bookstore

Fernand Leger. 2011. *Pawòl Lakay*. Haitian-Creole Language and Culture for Beginner and Intermediate Learner.

Shapiro, Norma and Jayme Adelson-Goldstein. 1999. *The Oxford Picture Dictionary, English/Haitian Creole*. New York: Oxford.

### **Recommended listening in Haitian Creole:**

Valdman, Albert. 1988. *Ann pale kreyòl*. Bloomington: Creole Institute. 2 cassette set. Available in 1317 Turlington Laboratories. 12 tapes available at Smathers Reserve (2 Hours).

The Voice of America from Washington D.C. Uncle Sam three times a day in Haitian Creole. VOA in Creole is an awesome resource.

<http://www.voanews.com/creole/> (Links to an external site.)

### **Fundamental reference works.**

Valdman, Albert. 1996. *Learner's Dictionary of Haitian Creole*. Bloomington, IN: Creole Institute. [*English-Haitian dictionary with 8,000 entries.*]

Freeman, Bryant and Laguerre, Jowel. 2002. *Haitian – English Dictionary*, 4th Edition. Lawrence, Kansas: Institute of Haitian Studies. [*Haitian-English dictionary with 46,000 entries.*]

### **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 homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

*Plagiarism.* The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

*Misrepresentation.* Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

*Bribery, Conspiracy, Fabrication.* For details see below.

The UF Honor Code states:

*"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

On all work submitted for credit the following pledge is either required or implied:

*"On my honor I have neither given nor received unauthorized aid in doing this assignment."*

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.dso.ufl.edu/judicial/academic.htm>

Students with disabilities

Students with disabilities must register with the Dean of Students office. Contact the Assistant Dean of Students/Director of the Disability Resources Program at:

P202 Peabody Hall

Gainesville, FL 32611-5055

Phone (352) 392-1261 (V), 392-3008 (TDD)

For stress, emotional and psychological support, please contact the Counseling Center at:

301 Peabody Hall

Phone (352) 392-1575

Or: [www.counsel.ufl.edu](http://www.counsel.ufl.edu) (Links to an external site.)

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

Haitian Creole 1131

Spring, 2016, schedule & assignments.

**1**

Tuesday, January 5 Syllabus; introductions

Wednesday, January 6 Team configuration

Thursday, January 7 Grammar overview

Friday, January 8 Grammar overview/ Application

**2**

Monday, January 11 **Module 1; Haitian Independence**

Tuesday, January 12 *Haiti's National Anthem (Haitian Creole Version)*

Wednesday, January 13 Team Application

Thursday, January 14 *12 Prensip Bwa Kayiman*

Friday, January 15 Team Application

**3**

Monday, January 18 **MARTIN LUTHER KING, JR. DAY. – NO CLASS**

Tuesday, January 19 Team Reflection 1 due

Wednesday, January 20 Discussion about Team Reflections

Thursday, January 21 *Deklarasyon Endependans Ayiti*

Friday, January 22 Test

#### 4

Monday, January 25 **Module 2; Haitian Cuisine**

Tuesday, January 26 Watch: <https://www.youtube.com/watch?v=tK7BquJnxUw>

Wednesday, January 27 Team Application Haitian Recipe

Thursday, January 28 Team Application Haitian Recipe

Friday, January 29 Team Application Haitian Recipe

#### 5

Monday, February 1 Individual Reflection due

Tuesday, February 2 Discussion

Wednesday, February 3 Videos/Poster

Thursday, February 4 Videos/Poster

Friday, February 5 Test

#### 6

Monday, February 8 **Module 3; Haitian Carnival**

Tuesday, February 9 Mizik Rasin

Wednesday, February 10 Mizik Konpa

Thursday, February 11 Mizik Rap

Friday, February 12 Team Reflection Due

#### 7

Monday, February 15 Discussion

Tuesday, February 16 Team Application/Essay Outline

Wednesday, February 17 Team Application

Thursday, February 18 Team Application

Friday, February 19 Test

Monday, February 22 **Module 4; Religion of Haiti**

Tuesday, February 23 Gospel

Wednesday, February 24 Catholic

Thursday, February 25 Vodou

Friday, February 26 Team Application

**SPRING BREAK IS FEBRUARY 27TH TO MARCH 5TH**

Monday, March 7 Team Application

Tuesday, March 8 Team Reflection 2 due

Wednesday, March 9 Discussion

Thursday, March 10 Watch Video

Friday, March 11 Test

**10**

Monday, March 14 **Module 5; Haitian Culture**

Tuesday, March 15 Haitian Art

Wednesday, March 16 Haitian Music

Thursday, March 17 Haitian Clothing

Friday, March 18 Haitian Tradition

**11**

Monday, March 21 Haitian Creole

Tuesday, March 22 Haitian Literature

Wednesday, March 23 Haitian Proverbs

Thursday, March 24 Team Application

Friday, March 25 Test

## 12

Monday, March 28 **Module 6; Haitian Migration**

Tuesday, March 29 Haitian Diaspora

Wednesday, March 30th Read *Dwa de Lòm* and *Viejo*

Thursday, March 31st Team Application

Friday, April 1 Individual Reflection due

## 13

Monday, April 4 Discussion/ Essay 1st Draft due

Tuesday, April 5 Watch

Wednesday, April 6 Team application

Thursday, April 7 Watch video

Friday, April 8 Test

## 14

Monday, April 11 **Module 7; Application**

Tuesday, April 12 Student Presentations

Wednesday, April 13 Student Presentations

Thursday, April 14 Student Presentations

Friday, April 15 Student Presentations

## 15

Monday, April 18 Discussions

Tuesday, April 19 Review

Wednesday, April 20 Final Test/ Final Essay due