

Syllabus for Haitian Creole 1130

Beginning Haitian Creole 1

UF Silabis pou kreyòl ayisyen

Fall 2022

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Office hours: I have an open-door policy when in my office. My official office hours will be from 2 to 5 pm on Tuesday. Feel free to call or send me an email to coordinate a meeting at another time. While the intention is that instruction will be face-to-face, accommodations will be made for students who contract COVID-19.

Coordinator: Ben hebblethwaite | hebble@ufl.edu

Class website: See Canvas at UF's elearning website

Class Schedule:

- Monday to Friday:
 - ✓ **Period 6 (12:50 AM - 1:40 PM)**
 - ✓ **Room: M,W,R,F | [UST 0101](#) / T | [UST 0104](#)**

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 GOALS AND OBJECTIVES:

- This class is taught in Haitian Creole because that is the best way to acquire and build proficiency in the language. This might be difficult for some students; however, second language acquisition research recognizes this as the best way to learn a new language.
- 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 stimulate learning.
- You will need to devote attention to cultivating your Haitian Creole at home. This will involve reading the materials, in some cases more than once. You need to write new words down in complete sentences, to read to yourself out-loud, to listen to and watch Haitian media and to seek out Haitian Creole-speaking friends. You will have homework on a regular basis.

- In addition to the instruction of Haitian Creole language, we examine aspects of Haitian culture, history and society

REQUIRED MATERIALS

- **Pawol Lakay** by Leger, Frenand. 2011. A Haitian-Creole Language and Culture for Beginner and Intermediate Learners. [*Students are required to bring this book to class*]

ADDITIONAL RESOURCE MATERIALS

- A Haitian-Creole Conversation Manual, revised edition. Lawrence, Kansas: Institute of Haitian Studies.
- Freeman, Bryant. 1990. **Chita pa bay**. An Elementary Readings in Haitian Creole with Illustrated Dictionary, revised edition. [*Students may be asked to print some sections of this book and to bring it to class*]
- Hebblethwaite, Benjamin and Jacques Pierre (Editors). 2005. The Gospel of Thomas in English, Haitian Creole and French. Gainesville: Classic Editions.
- Freeman, Bryant and Laguerre, Jewel. 2002. Haitian – English Dictionary, 5th Edition. Lawrence, Kansas: Institute of Haitian Studies.
- Valdman, Albert. 1996. Learner’s Dictionary of Haitian Creole. Bloomington: Creole Institute. [English-Haitian dictionary with 8,000 entries.]
- Valdman, Albert. 2007. The Haitian Creole English Bilingual Dictionary. Bloomington: Creole Institute. [The most important dictionary].

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/>

SPECIAL CONCERNS

- No cell phones; no newspapers; no beepers; no gadgets; no sleeping; no wifi use with laptops...
- Please be aware that distraction is equivalent to absence but please enjoy eating, drinking and speaking Creole!

GRADE DISTRIBUTION

1) 15 % = Homework / Online Group Assignment

No late work accepted except if excused by a medical or emergency document (including phone number & letterhead) that is stapled to the homework when

submitted. Some homeworks will be turned in Canvas, others will be checked for completion in class. Your name and assignment information (book, page, etc.) is required. Homework might come from Pawòl Lakay and also other materials that will be communicated in class.

2) 15 % = Written Assignments

No late work except if a medical or emergency document (including phone number & letterhead) is stapled to the work submitted. "Your autobiography in 6 installments." The final installment is the corrected version of essays 1-5. Your autobiography must be typed with accents and you will lose points if it is late. Paper must be typed, 12 font, double-spaced with 1-inch margins on all sides, and a ½ page minimum in length. You must know what every creole word in your essay means in English.

The themes of each written assignments will be communicated via canvas.

- ✓ The instructor will review and comment the first versions of all essays, then students will make corrections and improve their essays.

Installments (weight, length, deadline):

- 1) ½ page (2%), October 8, 2021
- 2) ½ page (2%), October 29, 2021
- 3) ½ page (2%), November 12, 2021
- 4) ½ page (2%), November 26, 2021
- 5) ½ page (2%), December 3, 2021
- 6) Final corrected versions (5%). December 10, 2021

The final version is the corrected version of parts 1-5. You must submit the graded essays with the final version. You must use a dictionary to correct the misspelled words in your essays. You must submit the graded part 1 with the final version. You need to highlight or type in boldface type all your corrections.

3) 10 % = Quizzes.

No make-up quizzes. Many of these are pop-quizzes! Quizzes cannot be made up for any reason whatsoever. If a medical or emergency excuse including phone number is submitted, we may consider taking the average of all your quizzes.

4) 10 % = 2 oral exams + 1 class presentation

No make-up oral exams except if a medical or emergency excuse including phone number is submitted. The oral exams require working with a randomly assigned and/or chosen partner. The oral exams are 10- minute interviews in Creole on given themes or a topic of your choice (The instructor will decide in class with the students).

5) 15 % = Participation

Based on your punctual arrival, your attendance, on your classroom volunteerism and cooperation, on your willingness to practice Haitian Creole and on your comportment and treatment of others. If you are chronically late or absent, this will severely affect your participation numbers. Roll call can occur as early as the first seconds in which class begins.

Note: *if you're not there at roll call, you're not there. You are encouraged to come anyway, but you will not be added to the roll call.*

6) 15 % = midterm exam

7) 20 % = Final Exam

Total: 100%. Your grade is based on the sum total of your scores in the above 7 categories. You must score in every category to pass the class.

GRADING SCALES

A: 93-100%	A-: 90 - 92%	B+: 87- 89%	B: 83-86%	B-: 80-82%
	C+: 77-79%	C: 73-76%	C-: 70-72%	
	D+: 67-69%	D: 63-66%	D-: 60-62%	
		E: <60		

CLASS POLICIES

Attendance / comporment policy

- **Unexcused Absence Policy:** Student will lose 1% from their final grade for each unexcused absence.
- **Late Policy:** A class roll will be taken before class begins. If a student is late, he or she will have to indicate his or her lateness to the instructor after class. This must take place on the day the student was late and not afterwards. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 0.5% from their final grade each time they arrive late.
- **Cell phone policy:** Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade (i.e., the student will be marked as absent).
- **Lap top policy:** Students may use laptops to take notes or read electronic textbooks. Wifi must be disabled in class. Students who use the Internet will be marked as absent and 1% will be deducted from the student's final grade (i.e., the student will be marked as absent).

If a student is absent and the absence is excusable, he or she is expected to contact the instructor with the reason for his or her absence. Medical treatment or a personal or family crisis are acceptable grounds for an excused absence: a note including a contact phone number and legible letterhead is required.

If you do leave in the middle of class, you will be marked absent for the day, which impacts the participation part of the grade.

If you disregard these expectations, the instructor reserves the right to ask you to leave the class, to make an appointment with the Dean of Students, and to engage in a

conflict resolution procedure. (See the Dean of Students' website about this: <http://www.dso.ufl.edu/sccr/resolution/>).

The instructor reserves the right to lower your final grade if you demonstrate disregard for these policies!

Attendance policy

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.

Working together communicatively

Since this class takes a communicative approach to the instruction of Haitian Creole, finding the right balance between listening, reading, taking notes and talking with your partners is an important part of working together. In order to maximize on the variety of in-class partners, students should expect to work with different partners. **Sometimes you will be asked to pair with a new person.** The communicative approach assumes that each student will provide instructional input and feedback to her or his fellow classmates.

Guidelines for the 6-part written assignments. Your "autobiography."

Each of these installments will be a part in your Haitian Creole autobiography. Each assignment is to contain no less than 150 words. **They 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.**

An autobiography is the story about your life so far. It is not a story about what you want to be in the future. An autobiography is a text where you reflect on events and your realizations in life. It does not have to be entirely true. **BUT IT DOES HAVE TO BE YOUR WORK.** If you wish, you may write the biography of someone you know well. We flunk plagiarists.

If you wish to write about future goals, save it for the 5th installment.

IMPORTANT: The FINAL VERSION is the corrected version of installments 1-5. You must turn the final version in stapled with the corrected versions. You must also highlight or boldface all of your corrections. Failure to do so will result in the lowering of your final draft grade.

- Essays must be typed and double-spaced with 1-inch margins.
- 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 you're 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
- 3) **For à:** Push **Ctrl + `** at the same time, let go and next push **a** and this produces à

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.

CLASS WEB SITE

A web site is presently available to students. Under the section "Class Notes" you will find all class notes available in a PDF file. Links to Haitian Creole internet radio programs, a Haitian Creole comic, a translation of Martin Luther King, Jr., and more are available. Students are urged to make use of the supplemental material. Reviewing class notes can be excellent exam review. Point your browser to: <http://web.clas.ufl.edu/users/hebble/>

Standard Haitian Creole

The variety of Haitian Creole found in Pawòl Lakay 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.

Alphabetization in Pawòl Lakay [PL]

The alphabetization found in **PL** follows an early model based on the sounds of Haitian Creole and not the traditional Roman alphabet. Thus, words are arranged in the following order:

- AZ is followed by AN (because AN is considered an independent letter)
- ÒY is followed by ON (because ON is considered an independent letter)
- ÒV is followed by OU (because OU is considered an independent letter)
- ÈT is followed by EN (because EN is considered an independent letter)

By following the ordering guidelines given above, you should be able to find virtually all the words in the textbook. Additionally, you should make use of the dictionaries on the syllabus. They do use conventional roman alphabetical order.

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

Disclaimer about the syllabus:

The instructor reserves the right to make any changes to the course syllabus deemed necessary to best fulfill the course objectives. In the event that changes become necessary, students will be notified through Canvas email.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352 733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

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

Schedule & assignments

Abbreviations:

PL = Pawòl Lakay

Note:

- There might be days where the course will be taught by another Haitian Creole language instructor. Students will be notified in advance through Canvas email.
- No late work accepted!!! Work is due on the day listed

DATE	LESSON / AGENDA	IMPORTANT NOTE
Week 1	Introduction Syllabus review Chapit Zewo (0) / Avangou: Leson 1 <ul style="list-style-type: none">• Language aim: <i>Greeting people and introducing yourself</i>• Vocabulary: <i>Ekspresyon ak mo pou salye moun ak prezante tèt ou</i>	

	<ul style="list-style-type: none"> • Grammar & Structures: <i>Personal subject /pronouns Dialogues</i> • Pronunciation & Spelling: <i>The alphabet and the sound system I</i> 	
	<p>Chapit Zewo (0) / Avangou: Leson 1</p> <ul style="list-style-type: none"> • Language aim: Greeting people and introducing yourself • Vocabulary: Ekspresyon ak mo pou salye moun ak prezante tèt ou • Grammar & Structures: Personal subject • Pronunciation & Spelling: The alphabet and the sound system I 	
	<p>Chapit Zewo (0) / Avangou: Leson 1</p> <ul style="list-style-type: none"> • Language aim: Greeting people and introducing yourself • Vocabulary: Ekspresyon ak mo pou salye moun ak prezante tèt ou • Grammar & Structures: Personal subject pronouns • Pronunciation & Spelling: The alphabet and the sound system I Comparison: The part of speech 	
Week 2	<p>Chapit Zewo (0) / Avangou: Leson 1</p> <ul style="list-style-type: none"> • Language aim: Greeting people and introducing yourself • Vocabulary: Ekspresyon ak mo pou salye moun ak prezante tèt ou • Grammar & Structures: Personal subject pronouns • Pronunciation & Spelling: The alphabet and the sound system I • Comparison: The part of speech 	Homework 1 assigned
	<p>Chapit Zewo (0) / Avangou: Leson 2</p> <ul style="list-style-type: none"> • Language aim: Introducing others Vocabulary: Ekspresyon ak mo pou salye moun • Grammar & Structures: Personal object pronouns • Listening: Some famous Haitians 	
	<p>Chapit Zewo (0) / Avangou: Leson 2</p> <ul style="list-style-type: none"> • Language aim: Introducing others Vocabulary: Ekspresyon ak mo pou salye moun • Grammar & Structures: Personal object pronouns • Pronunciation & Spelling: The alphabet and the sound system II 	
	<p>Chapit Zewo (0) / Avangou: Leson 2</p> <ul style="list-style-type: none"> • Language aim: Introducing others Vocabulary: Ekspresyon ak mo pou salye moun • Grammar & Structures: Personal object pronouns • Pronunciation & Spelling: The alphabet and the sound system II 	

	Chapit Zewo (0) / Avangou: Leson 3 <ul style="list-style-type: none"> • Language aim: Counting & calculating Vocabulary: Chif ak nonm • Grammar & Structures: Short form of personal pronouns & emphatic pronouns • Pronunciation & Spelling: Accent mark & oral vowels • Listening: Some famous Haitians 	
Week 3	September 5 : Labor Day	
	Chapit Zewo (0) / Avangou: Leson 3 <ul style="list-style-type: none"> • Language aim: Counting & calculating Vocabulary: Chif ak nonm • Grammar & Structures: Short form of personal pronouns & emphatic pronouns • Pronunciation & Spelling: Accent mark & oral vowels 	Homework 1 due
	Chapit Zewo (0) / Avangou: Leson 3 <ul style="list-style-type: none"> • Language aim: Counting & calculating Vocabulary: Chif ak nonm • Grammar & Structures: Short form of personal pronouns & emphatic pronouns • Pronunciation & Spelling: Accent mark & oral vowels • Speaking: Great & introduce yourself 	
	Chapit Zewo (0) / Avangou: Leson 4 <ul style="list-style-type: none"> • Language aim: Communicating in class • Vocabulary: Classrooms objects & expressions we use in class • Grammar & Structures: Expressing possession 	
	Chapit Zewo (0) / Avangou: Leson 4 <ul style="list-style-type: none"> • Language aim: Communicating in class • Vocabulary: Classrooms objects & expressions we use in class • Grammar & Structures: Expressing possession • Pronunciation & Spelling: Nasal vowels and semi vowels Writing: Directory listings 	
Week 4	Chapit Zewo (0) / Avangou: Leson 4 <ul style="list-style-type: none"> • Language aim: Communicating in class • Vocabulary: Classrooms objects & expressions we use in class • Grammar & Structures: Expressing possession • Pronunciation & Spelling: Nasal vowels and semi vowels • Writing: Directory listings 	Homework 2 due
	Chapit Zewo (0) / Avangou: Dosye Istorik Istwa Touden Louvéti	

	<p>Chapter Review</p> <p>Chapit En (1) : Leson 1</p> <ul style="list-style-type: none"> • Language aim: Identifying your family members • Vocabulary: Ekspresyon ak mo pou w idantifye moun <p>Chapit En (1) : Leson 1</p> <ul style="list-style-type: none"> • Language aim: Identifying your family members • Vocabulary: Ekspresyon ak mo pou w idantifye moun • Grammar & Structures: Verb "to have" & the negative form • Pronunciation & Spelling: Consonant <p>Chapit En (1) : Leson 1</p> <ul style="list-style-type: none"> • Language aim: Identifying your family members • Vocabulary: Ekspresyon ak mo pou w idantifye moun • Grammar & Structures: Verb "to have" & Negative form • Pronunciation & Spelling: Consonants • Writing & Speaking: Family tree 	
Week 5	<p>Chapit En (1) : Leson 1</p> <ul style="list-style-type: none"> • Language aim: Identifying your family members • Vocabulary: Ekspresyon ak mo pou w idantifye moun • Grammar & Structures: Verb "to have" & Negative form • Pronunciation & Spelling: Consonants <p>Writing & Speaking: Family tree</p> <p>Chapit En (1) : Leson 2</p> <ul style="list-style-type: none"> • Language aim: Describing People • Vocabulary: Ekspresyon ak mo pou w dekri moun • Grammar & Structures: Descriptive adjectives & copulae "se" and "ye" • Pronunciation & Spelling: Nasal Consonants <p>Writing: Description of your best friend</p> <p>Chapit En (1) : Leson 2</p> <ul style="list-style-type: none"> • Language aim: Describing People • Vocabulary: Ekspresyon ak mo pou w dekri moun • Grammar & Structures: Descriptive adjectives & copulae "se" and "ye" 	<p>Essay assigned 1</p> <p>Oral Exam 1</p>
Week 6	<p>Chapit En (1) : Leson 2</p> <ul style="list-style-type: none"> • Language aim: Talking about important dates & counting over one hundred • Vocabulary: Kalandriye, jou, semenn, mwa, ane, • Pronunciation & Spelling: Nasal Consonants • Writing: Description of your best friend <p>Chapit En (1) : Leson 2</p> <ul style="list-style-type: none"> • Language aim: Talking about important dates & counting over one hundred • Vocabulary: Kalandriye, jou, semenn, mwa, ane, 	<p>Essay 1 due</p>

	<ul style="list-style-type: none"> • Pronunciation & Spelling: Nasal Consonants • Writing: Description of your best friend 	
	Chapit En (1) : Leson 2 <ul style="list-style-type: none"> • Language aim: Describing People Vocabulary: Ekspresyon ak mo pou w dekri moun • Grammar & Structures: Descriptive adjectives & copulae "se" and "ye" Pronunciation & Spelling: Nasal Consonants • Writing: Description of your best friend 	
	Chapit En (1) : Leson 3 <ul style="list-style-type: none"> • Language aim: Talking about important dates • Vocabulary: Kalandriye, jou, semenn, mwa, ane, ... 	
	Chapit En (1) : Leson 3 <ul style="list-style-type: none"> • Language aim: Talking about important dates & counting over one hundred • Vocabulary: Kalandriye, jou, semenn, mwa, ane ;..... 	
Week 7	Chapit En (1) : Leson 3 <ul style="list-style-type: none"> • Language aim: Talking about important dates & counting over one hundred • Vocabulary: Kalandriye, jou, semenn, mwa, ane, ... • Grammar & Structures: Yes/No questions, & Wi/Non as interjections • Pronunciation & Spelling: Double/Triple consonant blends 	Essay assigned 2
	Chapit En (1) : Leson 3 <ul style="list-style-type: none"> • Language aim: Talking about important dates & counting over one hundred • Vocabulary: Kalandriye, jou, semenn, mwa, ane, • Grammar & Structures: Yes/No questions, & Wi/Non as interjections • Pronunciation & Spelling: Double/Triple consonant blends • Writing: A weekly schedule 	
	Chapit En (1) : Leson 4 <ul style="list-style-type: none"> • Language aim: Talking about holidays & celebrations & expressing the time. • Vocabulary: Expressing the time, segonn, minit, lè, fèt ak selebrasyon Grammar & Structures: Interrogative word 	
	October 6 : Midterm Exam	Essay 2 due
October 7	Homecoming	
Week 8	Chapit En (1) : Leson 4 <ul style="list-style-type: none"> • Language aim: Talking about holidays, celebrations & expressing the time 	Homework 3 assigned

	<ul style="list-style-type: none"> • Vocabulary: Communicating time, segonn, minit, lè, fèt ak selebrasyon • Grammar & Structures: Interrogative words • Pronunciation & Spelling: Nasal vowels & nasal consonants • Writing & Speaking: An interview <p>Chapit En (1) : Dosye Kiltirèl Gi Diwozye</p> <p>Chapit De (2): Leson 1</p> <ul style="list-style-type: none"> • Language aim: Talking about your house • Vocabulary: Ekspresyon ak mo pou w pale de kay ou rete • Grammar & Structures: Verbal tense <p>Chapit De (2): Leson 1</p> <ul style="list-style-type: none"> • Language aim: Talking about your house • Vocabulary: Ekspresyon ak mo pou w pale de kay ou rete • Grammar & Structures: Verbal tense & aspect markers <p>Chapit De (2): Leson 1</p> <ul style="list-style-type: none"> • Language aim: Talking about your house • Vocabulary: Ekspresyon ak mo pou w pale de kay ou rete • Grammar & Structures: Verbal Tense & aspect markers • Pronunciation & Spelling: Oral vowels & nasal consonants Listening: De kay ki nan lweyaj 	<p>Homework 3 due</p>
<p>Week 9</p>	<p>Chapit De (2): Leson 2</p> <ul style="list-style-type: none"> • Language aim: Describing the interior of your house • Vocabulary: Ekspresyon ak mo pou w pale de anndan lakay ou • Grammar & Structures: Habitual & present progressive tense <p>Chapit De (2): Leson 2</p> <ul style="list-style-type: none"> • Language aim: Describing the interior of your house • Vocabulary: Ekspresyon ak mo pou w pale de anndan lakay ou • Grammar & Structures: Habitual & present progressive tense • Pronunciation & Spelling: Oral vowels with and without accent • Speaking: Yon koutye <p>Chapit De (2): Leson 3</p> <ul style="list-style-type: none"> • Language aim: Talking about your belongings • Vocabulary: Ekspresyon ak mo pou w pale de bagay ou genyen <p>Chapit De (2): Leson 3 Language aim: Talking about your belongings</p>	<p>Essay assigned 3</p>

	<p>Vocabulary: Ekspresyon ak mo pou w pale de bagay ou genyen</p> <p>Grammar & Structures: Simple & past progressive tenses</p> <p>Chapit De (2): Leson 3</p> <ul style="list-style-type: none"> • Language aim: Talking about your belongings • Vocabulary: Ekspresyon ak mo pou w pale de bagay ou genyen • Grammar & Structures: Simple & past progressive tense • Pronunciation & Spelling: Front rounded vowels • Listening: De chanm 	Essay 3 due
Week 10	<p>Chapit De (2): Leson 4</p> <ul style="list-style-type: none"> • Language aim: Talking about your neighborhood & giving your address • Vocabulary: Ekspresyon ak mo pou w pale de katye ou rete • Grammar & Structures: Near or definite, indefinite & uncertain futures 	Essay 4 assigned
	<p>Chapit De (2): Leson 4</p> <ul style="list-style-type: none"> • Language aim: Talking about your neighborhood & giving your address • Vocabulary: Ekspresyon ak mo pou w pale de katye ou rete • Grammar & Structures: Near or definite, indefinite & uncertain futures • Pronunciation & Spelling: Semi vowels & front vowel • Writing: Deskripsyon kay m a va achte a 	
	<p>Chapit De (2): Dosye Sosyokiltirèl Achitekti ak Lojman ann Ayiti</p>	
	<p>Chapit De (2): Dosye Sosyokiltirèl Achitekti ak Lojman ann Ayiti</p>	
	<p>Chapit De (2): Dosye Sosyokiltirèl Achitekti ak Lojman ann Ayiti</p>	
Essay 4 due		
Week 11	<p>Chapit Twa (3): Leson 1</p> <ul style="list-style-type: none"> • Language aim: Describing clothing • Vocabulary: Ekspresyon ak mo pou w dekri rad, soulye ak koulè yo 	
	<p>Chapit Twa (3): Leson 1</p> <ul style="list-style-type: none"> • Language aim: Describing clothing • Vocabulary: Ekspresyon ak mo pou w dekri rad, soulye ak koulè yo • Grammar & Structures: Adjectives of color and indefinite article • Pronunciation & Spelling: Haitian Alphabet review • Listening: De magazen kote yo vann rad ak soulye 	
	<p>Chapit Twa (3): Leson 1</p>	

	<ul style="list-style-type: none"> • Language aim: Describe clothing • Vocabulary: Ekspresyon ak mo pou w dekri rad, soulye ak koulè yo • Grammar & Structures: Adjectives of color and indefinite article • Pronunciation & Spelling: Haitian Alphabet review • Listening: De magazen kote yo vann rad ak soulye 	
	<p>Chapit Twa (3): Leson 2</p> <ul style="list-style-type: none"> • Language aim: Describe weather & the seasons • Vocabulary: Ekspresyon ak mo pou w dekri tan ak sezon yo 	
	<p>Chapit Twa (3): Leson 2</p> <ul style="list-style-type: none"> • Language aim: Describe weather & the seasons • Vocabulary: Ekspresyon ak mo pou w dekri tan ak sezon yo • Grammar & Structures: Definite articles (singular & plural) 	
Week 12	<p>Chapit Twa (3): Leson 2</p> <ul style="list-style-type: none"> • Language aim: Describe weather & the seasons • Vocabulary: Ekspresyon ak mo pou w dekri tan ak sezon yo • Grammar & Structures: Definite articles (singular & plural) • Pronunciation & Spelling: Haitian Alphabet review 	Homework 4 assigned
	<p>Chapit Twa (3): Leson 2</p> <ul style="list-style-type: none"> • Language aim: Describe weather & the seasons • Vocabulary: Ekspresyon ak mo pou w dekri tan ak sezon yo • Grammar & Structures: Definite articles (singular & plural) • Pronunciation & Spelling: Haitian Alphabet review • Writing: Yon lèt oswa imel pou dekri tan ak sezon 	
	<p>Chapit Twa (3): Leson 3</p> <ul style="list-style-type: none"> • Language aim: Discussing natural disasters • Vocabulary: Ekspresyon ak mo pou w pale de katastwòf natirèl • Grammar & Structures: Nouns (gender & number) • Pronunciation & Spelling: Haitian Alphabet review • Reading: Katastwòf natirèl ann Ayiti 	
	<p>Chapit Twa (3): Leson 3</p> <ul style="list-style-type: none"> • Language aim: Discussing natural disasters • Vocabulary: Ekspresyon ak mo pou w pale de katastwòf natirèl • Grammar & Structures: Nouns (gender & number) • Pronunciation & Spelling: Haitian Alphabet review • Reading: Katastwòf natirèl ann Ayiti 	

	<p>Chapit Twa (3): Leson 4</p> <ul style="list-style-type: none"> • Language aim: Discussing ecological issues • Vocabulary: Ekspresyon ak mo pou w pale de pwoblèm ekolojik 	Homework 4 due
Week 13	<p>Chapit Twa (3): Leson 4</p> <ul style="list-style-type: none"> • Language aim: Discussing ecological issues • Vocabulary: Ekspresyon ak mo pou w pale de pwoblèm ekolojik • Grammar & Structures: Demonstratives (singular & plural) • Pronunciation & Spelling: Haitian Alphabet review 	Essay 5 assigned
	<p>Chapit Twa (3): Leson 4</p> <ul style="list-style-type: none"> • Language aim: Discussing ecological issues • Vocabulary: Ekspresyon ak mo pou w pale de pwoblèm ekolojik • Grammar & Structures: Demonstratives (singular & plural) • Pronunciation & Spelling: Haitian Alphabet review • Listening: Pwoblèm debwazman ann Ayiti 	
	<p>Chapit Twa (3): Leson 4</p> <ul style="list-style-type: none"> • Language aim: Discussing ecological issues • Vocabulary: Ekspresyon ak mo pou w pale de pwoblèm ekolojik • Grammar & Structures: Demonstratives (singular & plural) • Pronunciation & Spelling: Haitian Alphabet review (Consonants) • Listening: Pwoblèm debwazman ann Ayiti 	
	<p>Chapit Twa (3): Leson 4</p> <ul style="list-style-type: none"> • Language aim: Discussing ecological issues • Vocabulary: Ekspresyon ak mo pou w pale de pwoblèm ekolojik • Grammar & Structures: Demonstratives (singular & plural) • Pronunciation & Spelling: Haitian Alphabet review (Consonants) • Listening: Pwoblèm debwazman ann Ayiti 	
	<p>Chapit Twa (3): Dosye sosyoekologik Katastwòf Natirèl ak Ekolojik nan Peyi Dayiti</p>	
Week 14	Chapit Twa (3): Dosye sosyoekologik Katastwòf Natirèl ak Ekolojik nan Peyi Dayiti	
	Chapit Twa (3): Dosye sosyoekologik Katastwòf Natirèl ak Ekolojik nan Peyi Dayiti	

Wednesday, November 23	Thanks Giving Days	
Thursday, November 24		
Friday, November 25		
Week 15	Haitian Creol practice with guests	Oral Exam 2
	Haitian Creol practice with guests	
	Haitian Creol practice with guests	
	Haitian Creol practice with guests	
Week 16	Student's story telling/presentation	
	Student's story telling/presentation	Corrected versions of all 5 essays due
	Final exam	Classes End