

Syllabus for HAI 2200, Fall 2022, University of Florida

Silabis pou kreyòl ayisyen entèmedyè / Intermediate Haitian Creole I

Teaching assistant: Jeantel CHERAMY

Office location: 309 Pugh Hall, 296 Buckman Drive, Gainesville, FL 32611-5565

Office hours: No official office hours. All communication will be in class or on canvas

Coordinator: Ben hebblethwaite | hebble@ufl.edu

Class website: See Canvas at UF's eLearning website

Class Schedule:

✓ **Day and period:** M, W, F | Period 8 (3:00 PM - 3:50 PM)

✓ **Room:** [UST 0101](#)

Monday class will be on canvas. Students will be responsible to submit work individually or in pairs according to the instructor's instructions during the regular time period of the class.

CLASS OBJECTIVES:

This class is taught in Haitian Creole because that is the best way to acquire and build proficiency in the 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.

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

SPECIAL CONCERNS:

- No cell phones; no newspapers; no beepers; no gadgets; no wifi use with laptops... but please enjoy eating, drinking and speaking Creole!

GRADE DISTRIBUTION:

(1) 20 % = 5 one-page essays. The essay must be typed and turned in before the end of roll call. Late work is penalized at 5%. The submission is not late if a medical or emergency document (including phone number & letterhead) is stapled to the work submitted. Your essays must be typed *with accents*. Your paper must be typed, .12 font,

double-spaced with 1-inch margins on all sides and two pages in length (**200** word minimum). Times new roman required.

(2) 15 % = quizzes. No make up quizzes. Quizzes can only be made up when an appropriate note is presented.

(3) 15 % = 2 class presentations. Late presentations are penalized 5% except if a medical or emergency excuse including phone number is submitted. The presentations involve presenting the reading for the day you sign up for. The presentation lasts about 10 minutes. You are graded on your ability to give an engaging presentation in which you make regular eye contact with the audience. You cannot simply read! You are required to prepare a Power Point presentation that incorporates images and words (use Google images or Wiki Commons, for example).

(4) 10 % = 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 negatively affect your participation numbers. Roll call occurs at the beginning of class. Note: students do not present at roll call are late and will lose 0.25% from the final grade for each late arrival. Student will lose .5% from their final grade for each unexcused absence. Distraction by laptops, gadgets, outside homework, newspapers, engaging in disruptive conversations with other students, etc., is considered an absence and students will lose .5% from the final grade.

(5) 15 % = MIDTERM

(6) 15% = FINAL EXAM

(8) 10% = Homework. There are 4 homework submission dates, all dedicated to the questions on pages 91-95 in the *Tonton Liben* PDF. Sorry no late homework is accepted unless accompanied by an excuse note.

Total: 100%. Your grade is based on the sum total of your scores in the above 7 categories.

Academic honesty/professionalism statement

Plagiarism or violations of academic honesty are sent to the Dean of Students and result in the lowering of the student's grade or failure in addition to sanctions from the Dean of Students. The instructor can lower a grade as appropriate if students disregard UF policy.

GRADING SCALE & GPA EQUIVALENT:

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B	3.00
80.0-83.3	B-	2.67
76.7-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60.0-63.3	D-	0.67
0-59.9	E	0.00

More information on grades and grading policies is here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Note: There is no rounding up in this course. If you earn 93.3, your grade is A-

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
<http://www.isis.ufl.edu/minusgrades.html>

REQUIRED TEXTS

Required or recommended texts:

Title: WÒCH NAN SOLÈY Author: PAULTRE, CARRIÉ	ISBN: Edition: ANY	Cover: e-book Copyright: 2000	Publisher: EEAIK	This text is required
Title: TONTON LIBEN Author: CARRIÉ PAULTRE	ISBN: Edition: ANY	Cover: e-book Copyright: 2001	Publisher: HTTPS://KUSCHOLARWORKS.KU.EDU/	This text is required
Title: RESTAVEK Author: CADET, JEAN-ROBERT	ISBN: 1584322047 Edition: ANY	Cover: e-book Copyright:	Publisher: EDUCA VISION	This text is required

Recommended reference books:

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

- Freeman, Bryant. 2010. *English-Creole Dictionary*. Lawrence, Kansas: Institute of Haitian Studies. [A+]
- Valdman, Albert. 2007. *Haitian Creole-English Bilingual Dictionary*. Bloomington, Indiana: Creole Institute. [A+]
- Valdman, Albert. 1996. *Learner's Dictionary of Haitian Creole*. Bloomington, IN: Creole Institute. [English-Haitian dictionary with 8,000 entries.]

Recommended listening in Haitian Creole:

The Voice of America from Washington D.C. provides Uncle Sam's take on the world three times a day in *Haitian Creole*. These shows are broadcast all over Haiti. VOA in Creole is an excellent resource.

<http://www.voanews.com/creole/>

CLASS POLICIES

Attendance / comportment policy

- **Unexcused Absence Policy:** Student will lose **.5%** 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. Students will lose **0.25%** 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, **.25%** 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 **.5%** 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 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.

Engaging in distracted forms of behavior like texting, emailing, social media, Facebook, surfing on the Internet, reading the newspaper or chatting inappropriately with other students is not acceptable. If you do engage in such behavior, you will be considered **absent** for the day, resulting in the lowering of your participation 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!

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 and to move to a new seat.** The communicative approach assumes that each student will provide instructional input and feedback to her or his fellow classmates.

WRITING GUIDELINES

For 5 writing assignments (plus final corrections).

You must write your essay using standard Haitian Creole spelling as found in the works we read. Non-standard spelling results in a lowering of your grade. See Valdman's (2007) dictionary.

Each essay must be **200 words in length**. It must be typed. You are expected to use a dictionary, especially the one 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.

You must do your own work.

- Essays should be typed and double-spaced with 1-inch margins.
- A paper version must be submitted in person.
- **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 you 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.

General Rubric: This will be used for all writing and presentation assignments.

*modified from UC Davis composition rubric

	A: 90 – 100	B: 80 – 90	C: 70 – 80	D: 60 – 70	E: < 60
Ideas (40pts)	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. (36-40)	A solid paper or presentation, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. (32-36)	Paper or presentation responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. (28-32)	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. (24-28)	Does not respond to the assignment. Lacks central idea. (0-24)
Organization and Coherence (30pts)	Logically structured paper or presentation for its purpose. Paper or presentation guides the reader or listener through a progression of ideas. (27-30)	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper or presentation. (24-27)	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. (21-24)	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. (18-21)	No organization lacks coherence. (0-18)
Support (10pts)	Uses evidence appropriately and effectively. (9-10)	Begins to offer reasons to support paper or presentation's key points and often using a variety of evidence/sources. Makes	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed	Uses irrelevant details or lacks supporting evidence. (0-6)

		connections between ideas and evidence, but doesn't fully use evidence effectively. (8-9)	relevant. Personal experience and assumptions are common. (7-8)	narrative. (6-7)	
Style (10pts)	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. (9-10)	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. (8-9)	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. (7-8)	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. (6-7)	Awkward sentences throughout. Misuse of words. Inappropriate language. (0-6)
Mechanics (10pts)	Entirely free of spelling, punctuation, and grammatical errors. (9-10)	Contains a small amount of errors that challenge the reader or listener, but don't interfere with understanding. (8-9)	Several mechanical errors that interfere with meaning, but don't impede overall understanding. (7-8)	Many mechanical errors that challenge meaning. Hard to understand connections. (6-7)	Many mechanical errors making it impossible to understand. (0-6)

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 that 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 is 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

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.

Pwogram nou:

	MON	WED	FRI
Week 1			<i>Entrodiksyon et prezantasyon silabis</i> <i>Bonjou</i> <i>Prezantasyon ak fê konesans</i>
Week 2	<i>Restavèk, pp 1-11</i>	<i>Restavèk, pp 12-21</i>	Esè 1: Ki moun mwen ye? <i>Restavèk, pp 22-25</i> <u>Quiz</u>
Week 3	LABOR DAY-NO CLASSES	<i>Restavèk, pp 26-35</i>	<i>Touris Lakay</i> <i>Restavèk, pp 36-41</i>
Week 4	<i>Restavèk, pp 42-53</i>	<i>Restavèk, pp 54-65</i>	<i>Restavèk, pp 66-80</i> <u>Quiz</u>
Week 5	<i>Restavèk, pp 81-88</i>	<i>Restavèk, pp 89-98</i>	<i>Restavèk, pp 99-112</i> <u>Esè 2: Yon lèt pou yon djòb</u>
Week 6	<i>Restavèk, pp 113-124</i>	<i>Restavèk, pp 125-136</i>	<i>Restavèk, pp 137-148</i> <u>Quiz</u>
Week 7	<i>Restavèk, pp 149-162</i>	<i>Restavèk, pp 163-169</i>	HOME COMING – NO CLASS

Week 8	<i>Restavèk, pp 170-183</i>	<i>Restavèk, pp 184-200</i>	<i>Restavèk, 201-217</i> <i>Esè 3: Diplòm mwen ak espesyalizasyon mwen</i> <u>Quiz</u>
Week 9	Tonton Liben, 2	Tonton Liben, 3	Tonton Liben, 4 <i>Esè 4: Yon atik journalistik</i> Devwa Tonton Liben: Kèsyon 1-4, pp 91-95 <u>Quiz</u>
Week 10	Tonton Liben, 5	Tonton Liben, 6	Tonton Liben, 7 Devwa Tonton Liben: Kèsyon 5-7, pp 91-95
Week 11	Tonton Liben, 8	Tonton Liben, 9	Tonton Liben, 10 Devwa Tonton Liben: Kèsyon 8-10, pp 91-95 <u>Quiz</u>
Week 12	VETERANS DAY-NO CLASSES	Tonton Liben, 11	Tonton Liben, 12 <i>Esè 5: Yon chante kreyòl ak esplikasyon ak entèpretasyon</i>
Week 13	Tonton Liben, 13	Tonton Liben, 14	Tonton Liben, 15 Devwa Tonton Liben: Kèsyon 11-15, pp 91-95

			Quiz
Week 14	Student konpa presentations I	Student konpa presentations II	FINAL EXAM
Week 15	THANKSGIVING-NO CLASSES	THANKSGIVING-NO CLASSES	THANKSGIVING-NO CLASSES

Tematik mizikal semès la: *Orchestre Tropicana*

