

HAI1131 Spring 2017 Syllabus

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Office hours: Tuesday & Friday: 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.

Course 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

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.

Evaluation Procedures and Grading Criteria

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 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.
- **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 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 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

1. Individual Performance

- 7 IRAT scores, 20 points each 140
- 1 essay, 100
- c. 2 reflections 50 points each 100
- d. Attendance 100
- e. Final test 100
- f. Extra credit bonus points 20

2. Team Performance

- 7 GRAT scores, 20 points each 140
- 6 graded Team Applications, 20 points each 120

3. 2 reflections, 50 points each 100

- Extra credit bonus points 20

4. Team Contribution

- Mid-term peer evaluation 100
- Final peer-evaluation 100

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 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 (Links to an external site.) (Links to an external site.)

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

Course Schedule/Outline/Calendar of Events

Spring, 2017 Schedule & Assignments.

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Wednesday, January 4th Class Overview

Thursday, January 5th Prensip Lang Kreyòl Ayisyen/Teams' formation

Friday, January 6th Prensip Lang Kreyòl Ayisyen/Application

2-3: Module 1/Discover Haiti

Monday, January 9th *Peyi Nou an* Worksheet/ Vocabulary

Tuesday, January 10th *Katrin Flon* Worksheet/Vocabulary

Wednesday, January 11th Book Chapter 5- lesson 1

Thursday, January 12th Book Chapter 5- lesson 2

Friday, January 13th Book Chapter 5- lesson 3

Monday, January 16th Martin Luther King No Class

Tuesday, January 17th **12 Team Application (Dictation)**

Wednesday, January 18th Book Chapter 5- lesson 4

Thursday, January 19th Haitian Elections

Friday, January 20th **Test 1**

4-5: Module 2/Haitian Cuisine

Monday, January 23rd Grammar

Tuesday, January 24th Chapter 7th - Lesson 1

Wednesday, January 25th – Chapter 7th Lesson 2/**Team Reflection 1 due**

Thursday, January 26th Chapter 7th – Lesson 3

Friday, January 27th Chapter 7th – Lesson 4/Food Tutorial

Link: <https://www.youtube.com/watch?v=tK7BquJnxUw>

Monday, January 30th Grammar

Tuesday, January 31st Diri Jadinaj

Wednesday, February 1st **Team Presentation**

Thursday, February 2nd Desè Pen Patat

Friday, February 3rd **Test 2**

6-7: Module 3/Haitian Carnival

Monday, February 6th Grammar

Tuesday, February 7th 14th Haitian Carnival Overview

Wednesday, February 8th Book Chapter 8th – Lesson 1

Thursday, February 9th Book Chapter 8th – Lesson 2

Friday, February 10th Book Chapter 8th- Lesson 3/ **Team Reflection 2 Due**

Monday, February 13th Grammar

Tuesday, February 14th Book Chapter 8th – Lesson 4

Wednesday, February 15th **Team Presentation**

Thursday, February 16th Tout Moun Tonbe Danse

Friday, February 17th **Test 3**

8-9: Module 4/Religions of Haiti

Monday, February 20th Grammar

Tuesday, February 21th Book Chapter 8 – Folk and Religious beliefs in Haiti

Wednesday, February 22nd Protestantism in Haiti

Thursday, February 23rd Catholicism in Haiti

Friday, February 24th Haitian Vodou

Monday, February 27th Gwoup Non

Tuesday, February 28th Youn pou Bondye Youn pou Dyab / **Individual Reflection 1 Due**

Wednesday, March 1st Pilgrimage in Haiti

Thursday, March 2nd **Team Application**

Friday, March 3rd **Test 4**

10-11: Module 5/Haitian Culture

Monday, March 13th Grammar

Tuesday, March 14th Haitian Folktales

Wednesday, March 15th Haitian Poetry/**Team Evaluation Due**

Thursday, March 16th Haitian Proverbs

Friday, March 17th Haitian Literature/**Haitian Culture Application**

Monday, March 20th Grammar

Tuesday, March 21st Haitian Graphics/ **Individual Reflection 2**

Wednesday, March 22nd Haitian Comedy/ Maurice Sixto

Thursday, March 23rd Brakoupe/Syto Cave

Friday, March 24th **Test 5**

12-13: Module 6/Haitian Migration

Monday, March 27th Grammar

Tuesday, March 28th Bèbè Golgota

Wednesday, March 29th Haitian Migration Overview/ **Essay/Short Story Proposal Due**

Thursday, March 30th Book Chapter 6- Lesson 1

Friday, March 31st Book Chapter 6- Lesson 2

Monday, April 3rd Grammar

Tuesday, April 4th Book Chapter 6- Lesson 3

Wednesday, April 5th **Team Presentation**

Thursday, April 6th Book Chapter 6- Lesson 4

Friday, April 7th **Test 6 Due**

13-15: Haitian Visual Art/Presentation

Monday, April 10th Grammar/ **Essay/Short Story 1st Draft due**

Tuesday, April 11th Sonson

Wednesday, April 12th Sonson/Application

Thursday, April 13th Haitian Short Film/**Haitian Visual Art Application**

Friday, April 14th Haitian Commercial

Monday, April 17th Haitian Music

Tuesday, April 18th Review

Wednesday, April 19th **Final Test**

Friday, April 21st **Final Essay Due**