

Syllabus for Introduction to Haitian Creole Linguistics (HAT3700), Spring 2017

Section 05EF

M,W,F | Period 5 (11:45 AM - 12:35 PM), Room: AND 0032

Instructor: Jessica Barzen
Office location: 365 Dauer Hall
Office hours: Tuesdays & Thursdays 6th period (12:50-1:40 p.m.) and by appointment
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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.

REQUIRED TEXTBOOKS:

(1) Title: HAITIAN CREOLE: STRUCTURE, VARIATION, STATUS, ORIGIN
ISBN: 1845533887 Cover: paperback book
Author: VALDMAN, ALBERT Copyright: 2015 Publisher: EQUINOX PUBLISHING

(2) Title: TI KOZE KREYÒL: A HAITIAN-CREOLE CONVERSATION MANUAL
Author: FREEMAN, BRYANT Copyright: 2000 Publisher: KU SCHOLARWORKS

Download (2) free of charge at:
<https://kuscholarworks.ku.edu/handle/1808/10934?show=full>

Class objectives:

Introduction to Haitian Creole Linguistics seeks to develop your understanding of linguistics by means of a close study of Haitian Creole. The study of Haitian Creole includes comparison with other Creole languages in addition to the European and African source languages.

The class introduces and illustrates methods of linguistic analysis on Haitian Creole. The class follows Valdman's textbook in its examination of basic concepts in Haitian Creole including its phonology, variation in the form of its words, the structure of

the lexicon, the origin of the lexicon, basic sentence structure, the verbal system, the structure of noun phrases, complex sentences, sociolinguistic variation in Haitian Creole, language planning and, finally, the genesis and development of Haitian Creole.

Students are introduced to the major disciplines of linguistics including syntax, morphology, phonology, semantics, lexicology, creolistics, sociolinguistics, language variation, and language planning. Other domains explored in the class include dialectology, bilingualism, language contact, multilingualism and code-switching.

The students will also study the basics of Haitian Creole language through a second text book, *Ti Koze kreyòl*. Students are expected to read the dialogue in Haitian Creole at least 3 times before each TTK class. This exercise will greatly improve the understanding of Valdman's textbook.

The class makes use of multimedia sources like video clips, songs and recordings to illustrate Haitian Creole. The class format involves lectures, slide-presentations, audio and film segments, student presentations, and classroom discussions. The class will have no more than 6 pop-quizzes, one midterm, one final, and two 1,000-word essays.

The reading materials provide the background knowledge needed to follow lectures, participate in discussions, and to prepare for and perform well on the presentations, quizzes, examinations and the paper.

Students are required to read the assigned readings carefully while noting key ideas, theories and content. Also, the assigned readings are your key sources for your two essay and they must be cited in your paper and included in your bibliography.

General Education Requirements Satisfied by *Introduction to Haitian Creole Linguistics*

1. (H) This class satisfies the description of the Humanities (H) classification by providing a foundation in the theory, methods and history used in the discipline of linguistics. The class reviews the key themes, principles and terminology of generative linguistics.
2. (N) This class satisfies the description of the International (N) classification because it focuses on the language of a country that is outside the United States. The class will help students understand how historical, geographic and socioeconomic issues impact the formation of Haitian Creole.
3. (D) This class satisfies the description of the Diversity (D) classification by examining linguistic issues that relate to the North American Haitian Diaspora. About ¼ of the class deals with linguistic values, attitudes and norms among Haitian immigrants in the United States (see the Zéphir and Hebblethwaite readings). The social roles and status of Haitian immigrants in the U.S. and how they impact language use are examined. This is especially related to language contact and code-switching. This class helps students understand the linguistic constraints faced by Haitians-Americans.

Grade distribution. Please see Canvas for your grade.

NOTE: Each student is responsible for keeping a record of his / her grades! If there is an issue or a mistake with a grade posted on Canvas, it is your responsibility to notify the instructor within a week.

(1) 10 % = 2 Class presentations

15 minutes long + 5 minutes for questions. Graded for clarity; organization; preparation; effectiveness of your communication (are you connecting with us? are we convinced?); insight of your critique. PowerPoint or similar presentation is recommended. Students may present on any topic that pertains to Haitian Creole linguistics.

(2) 30 % = 2 papers, 1,000 words each. Your sources must include the class readings plus at least 3 additional sources per essay.

NOTE: Late papers will automatically have a 10% deduction to the score and a 2% deduction for each day thereafter.

(3) 10 % = No more than 6 quizzes (most are pop-quizzes).

(4) 10% = Homework = solve 3 problems (submitted via Canvas).

Write a short analysis about the question that is assigned (150 words minimum, 200 words maximum). Times New Roman, .12 pt. font. Your paper should be double-spaced. You are graded on your insight into the topic as reflected in your attention to the assigned readings, your unique interpretations and arguments and your ability to discuss the content with an objective, critical and scholarly voice. You are also graded on your writing style and your use of grammar, spelling and vocabulary.

NOTE: No late homework will be accepted unless an approved excuse is provided in writing.

(5) 15 % = Participation; attendance; punctuality, courtesy, attentiveness; respect for the learning environment; etiquette; insights (please, no phones, text-messaging, ipods, newspapers and inappropriate work, etc... you are noted as absent if you engage in distracted behavior).

(6) 25 % = 2 Exams, Midterm and Final

Attendance: Attendance is mandatory and will be assessed by class roll. Students may take **3 unexcused absences = 3 hours.** Apart from these 3 unexcused absences, students will lose points from their final grade for every unexcused absence. Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Should you miss a class for any reason, **you are responsible for informing yourself as to what was covered in class.**

Participation: Students are expected to read and review the assigned readings before class. Each week will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, it will be assumed that they have not prepared the homework and will lose points. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade.

Important UF webpages:

Library Homepage <http://www.uflib.ufl.edu/> (for all library services and collections)

Course Reserves <https://ares.uflib.ufl.edu/> (for hard copy and/or electronic reserves)

Ask-A-Librarian <http://www.uflib.ufl.edu/ask/> (direct email or online chat for assistance)

IR @ UF <http://ufdcweb1.uflib.ufl.edu/ufdc/?g=ufirg> (to access the UF digital *Institutional Repository*)

Library Tools and Mobile Apps <http://www.uflib.ufl.edu/tools/> (smart phone apps, RSS feeds, and much more)

Subject

Guides/Specialists <http://apps.uflib.ufl.edu/staffdir/SubjectSpecialist.aspx> (by discipline and/or course)

UF's policy for assigning grades:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Bibliography of additional and optional readings

BOOK:

1. Holm, John. 2000. An introduction to pidgins and creoles. Cambridge: Cambridge University Press. (Order at this link on amazon.com)

ARTICLES:

1. Dejean, Yves. 1993. An overview of the language situation in Haiti. *International Journal of the Sociology of Language* 102.73-83.
2. Hebblethwaite, Benjamin. 2012. French and underdevelopment, Haitian Creole and development: Educational language policy problems and solutions in Haiti. *Journal of Pidgin and Creole Languages*, 27.2.255-305.
3. Valdman, Albert. 1988. Diglossia and language conflict in Haiti. *International Journal of the Sociology of Language* 71.67-80.
4. Takahashi, Shoichi and Martina Gracanin-Yuksek. 2008. Morphosyntax of Movement Dependencies in Haitian Creole. *Syntax* 11:2, August 2008, 223–250.

5. Valdman, Albert. 1984. The Linguistic Situation of Haiti. In *Haiti – Today and Tomorrow*. Edited by Foster, Charles and Albert Valdman, 77-100. New York: University Press of America.
6. Fleischmann, Ulrich. 1984. Language, Literacy, and Underdevelopment. In *Haiti – Today and Tomorrow*. Edited by Foster, Charles and Albert Valdman, 101-117. New York: University Press of America.
7. De Regt, Jacomina. 1984. Basic Education in Haiti. In *Haiti – Today and Tomorrow*. Edited by Foster, Charles and Albert Valdman, 119-139. New York: University Press of America.
8. Howe, Kate. 1993. Haitian Creole as the official language in education and media. In *Atlantic meets Pacific: A Global View of Pidginization and Creolization*, 291-298. Ed. by Byrne, Francis and John Holm. Amsterdam: Benjamins.
9. DeGraff, Michel. 2003. Against Creole Exceptionalism. In *Language*, 79.2.391-410.
10. Hebblethwaite, Benjamin. 2009. Scrabble as a Tool for Haitian Creole Literacy: Sociolinguistic and Orthographic Foundations. *Journal of Pidgin and Creole Languages*, 24.2.275-305.
11. Lefebvre, Claire. 1998. Functional category lexical entries involved in nominal structure. In *Creole Genesis and The Acquisition of Grammar*, 78-89. Cambridge: Cambridge University Press.
12. Degraff, Michel. 1997. Verb syntax in, and beyond, creolization. In *The New Comparative Syntax*, 64-94. New York: Longman.
13. Johnson, Bruce Lee and Gérard Alphonse-Férére. 1972. Haitian Creole : Surface phonology. Gimson, A.C. and J.C. Wells. *Journal of the International Phonetic Association* 2.2.35-39.
14. Hebblethwaite, Benjamin. 2010. Adverb code-switching among Miami's Haitian Creole-English second generation. *Bilingualism : Language and Cognition*, 1-20.
15. Zephir, Flore. 1997. Haitian Creole Language and Bilingual Education in the United States: Problem, Right or Resource? *Journal of Multilingual and Multicultural Development* 18.3.223-237.
16. Degraff, Michel. 2007. Haitian Creole. In *Comparative Creole Syntax*, 101-126. Edited by Holm, John and Peter Patrick. Battlebridge Press.
17. Nikiema, Emmanuel and Parth Bhatt. 2003. Two types of R deletion in Haitian Creole. In *Phonology and Morphology of Creole Languages*, 43-70. Edited by Plag, Ingo. Tübingen: Niemeyer.
18. Brousseau, Anne-Marie. 2003. The accentual system of Haitian Creole: The role of transfer and markedness values. In *Phonology and Morphology of Creole Languages*, 123-146. Edited by Plag, Ingo. Tübingen: Niemeyer.
19. Klein, Thomas B. 2003. Syllable structure and lexical markedness in creole morphophonology: Determiner allomorphy in Haitian and elsewhere. In *Phonology and Morphology of Creole Languages*, 209-230. Edited by Plag, Ingo. Tübingen: Niemeyer.
20. Valdman, Albert. 2007. Preface & Introductory Remarks on Creole. In *Haitian Creole-English Bilingual Dictionary*, i-xxxii (32 pages). Ed. by Valdman, Albert. Bloomington: Indiana University Creole Institute.

21. Harbour, Daniel. 2008. Klivaj predika, or predicate clefts in *Haitian. Lingua*, 118.7.July. 853-871.
22. Degraff, Michel. Is Haitian Creole a Pro-Drop Language? In *Atlantic meets Pacific: A Global View of Pidginization and Creolization*, 71-90. Ed. by Byrne, Francis and John Holm. Amsterdam: Benjamins.
23. Hilton, Dimitri. 2000. Pronominal Clitics in Haitian Creole: Phonological or Syntactic. In *Advances in African Linguistics*, 51-59. Ed. by Carstens, Vicki and Frederick Parkinson. Trenton: Africa World Press.
24. Valdman, Albert and Iskra Iskrova. 2003. A new look at nasalization in Haitian Creole. In *Phonology and Morphology of Creole Languages*, 25-42. Edited by Plag, Ingo. Tübingen: Niemeyer.

CLASSROOM POLICIES:

- **Makeup Policy:** Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), there will be no make-up option for missed exams, quizzes or late assignments. Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on his or her return to classes.
- **Unexcused Absence Policy:** Student will lose points from their final grade for each unexcused absence.
- **Late Policy:** Lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose points 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, 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.

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93 (4.0)	92-90 (3.67)	89-87 (3.33)	86-83 (3.0)	82-80 (2.67)	79-77 (2.33)	76-73 (2.0)	72-70 (1.67)	69-67 (1.33)	63-66 (1.0)	62-60 (0.67)	59- (0)

Note: There is no rounding up in this course. If you earn 92.99, 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>

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean

of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352 392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester (or days, in the case of the summer), but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Paper guidelines

Students are expected to write two original research papers, 1,000 words in length each (the paper should also have a bibliography that is not counted in the word count). Students are required to indicate the word count at the beginning of their essay next to their name. The paper must use .12 Times New Roman font and be double spaced with 1 inch columns on all sides.

Include at least 3 refereed sources including the text book for each essay.

Citations must be accompanied by appropriate bibliographical references. Your paper will be graded based on the basis of the originality of the ideas, the clarity and concision of the writing and editing and the adherence to the requirements given above and below in the reference and bibliography guideline. You want to show that you have carefully read the books and found additional sources, which you have read and synthesized, and that you have added your own unique interpretation and analysis. Aim to write a scholarly paper where you strive to produce an objective and accurate analysis of your topic. Avoid advancing personal ideological preferences and try to take an empirical approach where the facts are considered. Write an outline as you piece together your research in Haitian Creole linguistics. Organize and link the parts together.

Reference and Bibliography Guidelines

In the text:

- (a) Zéphir (1997: 223) advocates the instruction of Haitian Creole in the United States' secondary education system.

- (b) Misclassifying Creole-speakers as African Americans fails to properly account for linguistic and cultural differences (Zéphir 1997: 223).

In the bibliography:

Zéphir, Flore. 1997. Haitian Creole Language and Bilingual Education in the United States: Problem, Right or Resource? Article in *Journal of Multilingual and Multicultural Development*, Vol. 18, No. 3, pp. 223-37

a. Book:

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

b. Article in journal, magazine, etc.:

Author. Year of publication. Title of article. Article in *Name of source*, Volume/number of issue, page numbers.

See the bibliography for further examples.

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

Syllabus for Introduction to Haitian Creole Linguistics

Week	Monday	Wednesday	Friday
1 1/2-1/6		AV pp. 1-13 (Chapter 1)	AV pp. 14-29 TKK 1
2 1/9-1/13	AV pp. 59-67 (2) TKK 2	AV pp. 67-77	AV pp. 79-84 (3) TKK 3
3 1/16-1/20	Martin Luther King Jr. Day NO CLASS	AV pp. 84-94	AV pp. 139-147 (5) TKK 4 <i>Homework 1</i>
4 1/23-1/27	AV pp. 148-159 TKK 5	AV pp. 160-164	AV pp. 166-171 (6) TKK 6
5 1/30-2/3	AV pp. 171-178 TKK 7	AV pp. 178-187	AV pp. 189-196 (7) TKK 8 <i>Homework 2</i>
6 2/6-2/10	AV pp. 196-201 TKK 9	AV pp. 201-207	REVIEW
7 2/13-2/17	MIDTERM February 13	AV pp. 209-219 (8) TKK 10	AV pp. 219-227
8 2/20-2/24	AV pp. 227-237 <u>Turn in Essay 1</u>	AV pp. 237-249 TKK 11	TKK 11
9 2/27 – 3/3	AV pp. 253-262 (9) TKK 12	AV pp. 262-275	AV pp. 275-286 TKK 13
10 SPRING BREAK 3/6-3/10	SPRING BREAK	SPRING BREAK	SPRING BREAK
11 3/13-3/17	AV pp. 288-299 (10)	AV pp. 299-305	AV pp. 305-313 TKK 14 <i>Homework 3</i>
12 3/20-3/24	AV pp. 315-331 (11) TKK 15 <u>Turn in Essay 2</u>	AV pp. 331-343	AV pp. 343-354 TKK 16
13 3/27-3/31	AV pp. 357-366 (12)	AV pp. 367-379 TKK 17	AV pp. 379-392
14 4/3-4/7	AV pp. 395-400 (13) TKK 18	AV pp. 400-410	AV pp. 410-420
15 4/10-4/14	AV pp. 420-425	AV pp. 425-430 TKK 19	AV pp. 430-439
15 4/17-4/21	REVIEW	FINAL April 19	

