

**Syllabus for HAI 1131-0448 (14509)**  
**Beginning Haitian Creole 2**  
**Spring 2021, UF**  
*Silabis pou Kreyòl Ayisyen*

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<b>Instructor:</b>	July Dayane Nelson
<b>Email:</b>	<a href="mailto:julydnelson@ufl.edu">julydnelson@ufl.edu</a>
<b>Office hours:</b>	Tuesdays & Thursdays 10:40am-11:30am via Zoom
<b>Class meeting times:</b>	M, T, W, TH, F  1:55 pm- 2:45 pm
<b>Location:</b>	In class and Online via Zoom

**Equal rights statement:**

All activities in this class are open to all persons with nondiscrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations.

**Class 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 both an online and in-person 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, society and especially Haitian songs (konpa, rasin, twoubadou, rap, raga, levanjil, vodou tradisyonèl, etc.).

**Special concerns:**

No cell phones; no newspapers; no beepers; no gadgets; no sleeping; no other unrelated items that could be considered a distraction for the class. Please be aware that distraction is equivalent to absence.

## Grade distribution:

### ***(1) 15 % = Essays (a total of 5)***

Essays are to be submitted via canvas on Word documents. Once an essay is graded, students are to submit a rewrite where they will modify their first draft based on the instructor's feedback. The final grade for each essay will be the rewrite's grade. Your essay must be typed with accents and you will lose points if it is late. Each rewrite is due 1 week from the day the first draft is graded.

***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.***

***No late work except*** if a medical or emergency document (including phone number) is attached to the work submitted.

### ***(2) 20 % = Quizzes (a total of 2).***

**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.

### ***(3) 20 % = Oral exam (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. You will present a topic of your choice to the class in Haitian Creole for up to 10 minutes. **You might be asked to read your essay or to translate parts of your essay in the Oral Exam.**

### ***(4) 20 % = Participation in Breakout rooms.***

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.**

### ***(5) 15 % = Discussions on Canvas (a total of 5)***

### ***(6) 10 % = Final Exam***

***Total: 100%. Your grade is based on the sum total of your scores in the above 6 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

## Required texts:

**Pawòl 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]

## Recommended texts:

- Hebblethwaite, Benjamin and Jacques Pierre (Editors). 2005. The Gospel of Thomas in English, Haitian Creole and French. Gainesville: Classic Editions.
- Freeman, Bryant and Laguerre, Jowel. 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.

## Class policies

### Course expectations

Students are expected to study the material in:

- Pawòl Lakay
- The songs we listen to. A vast majority of the vocabulary used in Pawòl Lakay is found in the glossaries at the end of the books.

### 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 / comportment policy

- **Unexcused Absence Policy:** Student will lose 1% from their final grade for each unexcused absence.
- **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*
- **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).

• **Laptop policy:** Laptops must be used for the sole purpose of class during our meetings. Students who use the Internet for other purposes 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!**

### **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 essays**

Each essay 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. THE ESSAYS HAVE TO BE YOUR WORK.** We flunk plagiarists.

- Essays must be typed and double-spaced with 1-inch margins.
- 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

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](http://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.

# Haitian Creole 1131-048F (Section 14509)

University of Florida, Fall 2020

July Dayane Nelson, [julydnelson@ufl.edu](mailto:julydnelson@ufl.edu)

Schedule & assignments

Web site: <http://web.clas.ufl.edu/users/hebble/>

Book: Pawòl Lakay

Additional materials will be shared via Canvas

Note: No late work accepted!!! Work is due on the day listed.

## Pwogram pou HAI 1131

### Week 1

Monday, January 11	Introduction Syllabus review <b>Chapit kat: Leson 1</b> <i>Language aim: Describing the school system</i> Vocabulary Grammar & Structures Pronunciation & Spelling Listening	
Tuesday, January 12	<b>Chapit kat: Leson 1</b> <i>Language aim: Describing the school system</i> Vocabulary Grammar & Structures Pronunciation & Spelling Listening	
Wednesday, January 13	<b>Chapit kat: Leson 1</b> <i>Language aim: Describing the school system</i> Vocabulary Grammar & Structures Pronunciation & Spelling Listening	
Thursday, January 14	<b>Chapit kat: Leson 1</b> <i>Language aim: Describing the school system</i> Vocabulary Grammar & Structures: <i>the possessives used with definite articles</i> Pronunciation & Spelling Listening Learning through music	
Friday, January 15	<b>Chapit kat: Leson 1</b> <i>Language aim: Talking about university life</i> Vocabulary Grammar & Structures:	

	Pronunciation & Spelling: <i>the consonant “ch” and the double consonant “tch”</i> Reading Learning through music	
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## Week 2

Monday, January 18	<b>No class</b>   <b>Labor Day</b>	
Tuesday, January 19	<b>Chapit kat: Leson 2</b> <i>Language aim: Talking about university life</i> Vocabulary Grammar & Structures: <i>Conditional and hypothetical sentences</i> Pronunciation & Spelling: <i>The consonant r and the semi vowel “w”</i> Reading	
Wednesday, January 20	<b>Chapit kat: Leson 3</b> <i>Language aim: Talking about your studies</i> Vocabulary Grammar & Structures Pronunciation & Spelling Writing	Discussion 1 assigned Essay 1 assigned
Thursday, January 21	<b>Chapit kat: Leson 3</b> <i>Language aim: Talking about your studies</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>the imperative sentences and reflexive verbs</i> Writing Learning through music	
Friday, January 22	<b>Chapit kat: Leson 3</b> <i>Language aim: Talking about your studies</i> Vocabulary Grammar & Structures: Pronunciation & Spelling: <i>The consonants “s” and “z”</i> Writing Learning through music	

## Week 3

Monday, January 25	<b>Chapit kat: Leson 4</b> <i>Language aim: Talking about what you would do in life</i> Vocabulary Grammar & Structures: <i>Making polite requests</i> Pronunciation & Spelling Speaking	
Tuesday, January 26	<b>Chapit kat: Leson 4</b> <i>Language aim: Talking about what you would do in life</i>	



	Vocabulary Grammar & Structures Pronunciation & Spelling Speaking	
Wednesday, January 27	<b>Chapit kat: Leson 4</b> <i>Language aim: Talking about what you would do in life</i> Vocabulary Grammar & Structures: <i>Making polite requests</i> Pronunciation & Spelling: <i>The consonant “t”</i> Speaking	Discussion 1 on Ch 4 due
Thursday, January 28	<b>Chapit kat: Leson 4</b> <i>Language aim: Talking about what you would do in life</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>The consonant “t”</i> Speaking Learning through music	
Friday, January 29	<b>Chapit kat: Dosye Sosyokiltirel</b> <i>The education system in Haiti</i> <b>Chapter Review</b>	Essay 1 on Ch4 due

#### Week 4

Monday, February 1st	<b>Chapit senk: Leson 1</b> <i>Language aim: Talking about vacation</i> Vocabulary Grammar & Structures: <i>Aspectual verbs</i> Pronunciation & Spelling Listening	
Tuesday, February 2	<b>Chapit senk: Leson 1</b> <i>Language aim: Talking about vacation</i> Vocabulary Grammar & Structures: <i>Aspectual verbs</i> Pronunciation & Spelling Listening	
Wednesday, February 3	<b>Chapit senk: Leson 1</b> <i>Language aim: Talking about vacation</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>The consonants “ng” and “g”</i> Listening	
Thursday, February 4	<b>Chapit senk: Leson 1</b> <i>Language aim: Talking about vacation</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>The consonants “ng” and “g”</i> Listening	

	Learning through music	
Friday, February 5	<b>Chapit senk: Leson 1</b> <i>Language aim: Talking about vacation</i> Vocabulary Grammar & Structures: <i>Aspectual verbs</i> Pronunciation & Spelling: <i>The consonants “ng” and “g”</i> Listening Learning through music	

### Week 5

Monday, February 8	<b>Chapit senk: Leson 2</b> <i>Language aim: Talking about cars and road traffic</i> Vocabulary Grammar & Structures: <i>Modal verbs expressing ability, necessity &amp; permission</i> Pronunciation & Spelling Speaking	
Tuesday, February 9	<b>Chapit senk: Leson 2</b> <i>Language aim: Talking about cars and road traffic</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>The front vowel “u” and the semivowel “w” before “I”</i> Speaking	
Wednesday, February 10	<b>Chapit senk: Leson 3</b> <i>Language aim: Talking about hobbies</i> Vocabulary Grammar & Structures: <i>The verbal expression kite and annou</i> Pronunciation & Spelling Writing Learning through music	Discussion 2 assigned Essay 2 assigned
Thursday, February 11	<b>Chapit senk: Leson 3</b> <i>Language aim: Talking about hobbies</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>The consonants “j” and “y” after “d”</i> Writing	
Friday, February 12	<b>Chapit senk: Leson 3</b> <i>Language aim: Talking about hobbies</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>The consonants “j” and “y” after “d”</i> Writing Learning through music	

**Week 6**

Monday, February 15	<b>Chapit senk: Leson 4</b> <i>Language aim: Talking about festivals for various patron saints</i> Vocabulary Grammar & Structures: <i>Aspectual and modal verbs versus main verbs</i> Pronunciation & Spelling Reading and listening	
Tuesday, February 16	<b>Chapit senk: Leson 4</b> <i>Language aim: Talking about festivals for various patron saints</i> Vocabulary Grammar & Structures: <i>Aspectual and modal verbs versus main verbs</i> Pronunciation & Spelling Reading and listening	
Wednesday, February 17	<b>Chapit senk: Leson 4</b> <i>Language aim: Talking about festivals for various patron saints</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>The letter "h"</i> Reading and listening	Discussion 2 on Ch 5 due
Thursday, February 18	<b>Chapit senk: Leson 4</b> <i>Language aim: Talking about festivals for various patron saints</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>The letter "h"</i> Reading and listening Learning through music	<b>Oral Exam Group 1</b> <b>(5 students)</b>
Friday, February 19	<b>Chapit senk: Dosye Sosyokiltirel</b> <i>Let's go to Haiti for vacation</i>  <b>Chapter Review</b>	<b>Oral Exam Group 2</b> <b>(6 students)</b>  Essay 2 on Ch 5 due

**Week 7**

Monday, February 22	<b>Chapit sis: Leson 1</b> <i>Language aim: Talking about your travel plans &amp; describing countries and people</i> Vocabulary Grammar & Structures: <i>Emphatic constructions with elements introduced by "se"</i> Pronunciation & Spelling Speaking	Quiz 1
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Tuesday, February 23	<b>Chapit sis: Leson 1</b> <i>Language aim: Talking about your travel plans &amp; describing countries and people</i> Vocabulary Grammar & Structures: <i>Emphatic constructions with elements introduced by “se”</i> Pronunciation & Spelling Speaking	
Wednesday, February 24	<b>Chapit sis: Leson 1</b> <i>Language aim: Talking about your travel plans &amp; describing countries and people</i> Vocabulary Grammar & Structures: <i>Emphatic constructions with elements introduced by “se”</i> Pronunciation & Spelling Speaking	
Thursday, February 25	<b>Chapit sis: Leson 1</b> <i>Language aim: Talking about your travel plans &amp; describing countries and people</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Consonant blends: bl &amp; br</i> Speaking Learning through music	
Friday, February 26	<b>Chapit sis: Leson 1</b> <i>Language aim: Talking about your travel plans &amp; describing countries and people</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Consonant blends: “bl” &amp; “br”</i> Speaking Learning through music	

#### Week 8

Monday, March 1st	<b>Chapit sis: Leson 2</b> <i>Language aim: Describing the means of transportation</i> Vocabulary Grammar & Structures: <i>Emphatic construction with fronted elements introduced by “se”</i> Pronunciation & Spelling Reading	
Tuesday, March 2	<b>Chapit sis: Leson 2</b> <i>Language aim: Describing the means of transportation</i> Vocabulary Grammar & Structures	

	Pronunciation & Spelling: <i>Consonant blends: “dl” &amp; “dr”</i> Reading	
Wednesday, March 3	<b>Chapit sis: Leson 3</b> <i>Language aim: Buying tickets and dealing with immigration &amp; customs</i> Grammar & Structures: <i>Negative adverbs</i> Pronunciation & Spelling Speaking	Discussion 3 assigned Essay 3 assigned
Thursday, March 4	<b>Chapit sis: Leson 3</b> <i>Language aim: Buying tickets and dealing with immigration &amp; customs</i> Grammar & Structures: <i>Negative adverbs</i> Pronunciation & Spelling: Consonant blends: “fl”, “fr” Speaking Learning through music	
Friday, March 5	<b>Chapit sis: Leson 3</b> <i>Language aim: Buying tickets and dealing with immigration &amp; customs</i> Grammar & Structures Pronunciation & Spelling: <i>Consonant blends: “fl”, “fr”</i> Speaking Learning through music	

### Week 9

Monday, March 8	<b>Chapit sis: Leson 4</b> <i>Language aim: Making arrangements for lodging</i> Vocabulary Grammar & Structures: <i>Negative determiner and pronouns</i> Pronunciation & Spelling Speaking	
Tuesday, March 9	<b>Chapit sis: Leson 4</b> <i>Language aim: Making arrangements for lodging</i> Vocabulary Grammar & Structures: <i>Negative determiner and pronouns</i> Pronunciation & Spelling Speaking	
Wednesday, March 10	<b>Chapit sis: Leson 4</b> <i>Language aim: Making arrangements for lodging</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Consonant blends “gl”, “gr”</i> Speaking	Discussion 3 on Ch 6 due

Thursday, March 11	<b>Chapit sis: Leson 4</b> <i>Language aim: Making arrangements for lodging</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Consonant blends “gl”, “gr”</i> Speaking Learning through music	
Friday, March 12	<b>Chapit sis: Dosye Sosyokiltirel</b> <i>Accommodation &amp; lodging for travelers to Haiti</i>  <b>Chapter Review</b>	Essay 3 on Ch 6 due

### Week 10

Monday, March 15	<b>Chapit sèt: Leson 1</b> <i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i> Vocabulary Grammar & Structures: <i>Expressions of quantity</i> Pronunciation & Spelling Reading	
Tuesday, March 16	<b>Chapit sèt: Leson 1</b> <i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i> Vocabulary Grammar & Structures: <i>Expressions of quantity</i> Pronunciation & Spelling Reading	
Wednesday, March 17	<b>Chapit sèt: Leson 1</b> <i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i> Vocabulary Grammar & Structures: <i>Expressions of quantity</i> Pronunciation & Spelling: <i>Consonant blends “kl”, “kr”</i> Reading	
Thursday, March 18	<b>Chapit sèt: Leson 1</b> <i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Consonant blends “kl”, “kr”</i> Reading Learning through music	
Friday, March 19	<b>Chapit sèt: Leson 1</b> <i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i> Vocabulary	

	Grammar & Structures Pronunciation & Spelling: <i>Consonant blends “kl”, “kr”</i> Reading Learning through music	
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### Week 11

Monday, March 22	<b>Chapit sèt: Leson 2</b> <i>Language aim: Shopping for food in supermarket &amp; making comparison</i> Vocabulary Grammar & Structures: <i>Comparison with adjectives</i> Pronunciation & Spelling Writing	
Tuesday, March 23	<b>Chapit sèt: Leson 2</b> <i>Language aim: Shopping for food in supermarket &amp; making comparison</i> Vocabulary Grammar & Structures Pronunciation & Spelling: Consonant blends “pl”, “pr”, “pw” Writing	Discussion 4 assigned Essay 4 assigned
Wednesday, March 24	<b>Chapit sèt: Leson 3</b> <i>Language aim: Identifying and describing Haitian meals and dishes</i> Vocabulary Grammar & Structures: <i>Comparison with verbal expressions</i> Pronunciation & Spelling Listening Learning through music	
Thursday, March 25	<b>Chapit sèt: Leson 3</b> <i>Language aim: Identifying and describing Haitian meals and dishes</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Consonant blend “tr”</i> Listening Learning through music	
Friday, March 26		

**Week 12**

Monday, March 29	<b>Chapit sèt: Leson 4</b> <i>Language aim: Ordering food and drink in a restaurant</i> Vocabulary Grammar & Structures: <i>The superlative</i> Pronunciation & Spelling Writing	
Tuesday, March 30	<b>Chapit sèt: Leson 4</b> <i>Language aim: Ordering food and drink in a restaurant</i> Vocabulary Grammar & Structures: <i>The superlative</i> Pronunciation & Spelling Writing	
Wednesday, March 31	<b>Chapit sèt: Leson 4</b> <i>Language aim: Ordering food and drink in a restaurant</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Consonant blends “vl”, “vr”</i> Writing	Discussion 4 on Ch7 due
Thursday, April 1st	<b>Chapit sèt: Leson 4</b> <i>Language aim: Ordering food and drink in a restaurant</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Consonant blends “vl”, “vr”</i> Writing Learning through music	
Friday, April 2	<b>Chapit sèt: Dosye Sosyokiltirel</b> <i>Manje ayisyen se koupe dwèt!</i>  <b>Chapter Review</b>	Essay 4 on Ch 7 due

**Week 13**

Monday, April 5	<b>Chapit uit: Leson 1</b> <i>Language aim: Describing your body and discussing personal hygiene</i> Vocabulary Grammar & Structures: <i>The possessive construction “pa”</i> Pronunciation & Spelling Writing		
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Tuesday, April 6	<b>Chapit uit: Leson 1</b> <i>Language aim: Describing your body and discussing personal hygiene</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>semivowels “w” &amp; “y”</i> Writing	Quiz 2	Faculty Course Evaluation Period Opens
Wednesday, April 7	<b>Chapit uit: Leson 2</b> <i>Language aim: Discussing healthcare issues</i> Vocabulary Grammar & Structures: <i>Prepositions and nouns with agglutinated articles</i> Pronunciation & Spelling Speaking		
Thursday, April 8	<b>Chapit uit: Leson 2</b> <i>Language aim: Discussing healthcare issues</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Prepozisyon “an”, “ann”</i> Speaking		
Friday, April 9	<b>Chapit uit: Leson 3</b> <i>Language aim: Describing well-being and fitness</i> Vocabulary Grammar & Structures: <i>Serial verb constructions</i> Pronunciation & Spelling Listening		

#### Week 14

Monday, April 12	<b>Chapit uit: Leson 3</b> <i>Language aim: Describing well-being and fitness</i> Vocabulary Grammar & Structures Pronunciation & Spelling: <i>Prepozisyon “o”/ “oz”</i> Listening Learning through music  2 students presenting	<b>Final Exam</b> <b>PPT Presentation day 1</b>
Tuesday, April 13	2 students presenting	<b>Final Exam</b> <b>PPT Presentation day 2</b>
Wednesday, April 14	2 students presenting	<b>Final Exam</b> <b>PPT Presentation day 3</b>
Thursday, April 15	2 students presenting	<b>Final Exam</b> <b>PPT Presentation day 4</b>
Friday, April 16	3 students presenting	<b>Final Exam</b> <b>PPT Presentation day 5</b>

**Week 15**

Monday, April 19	REVIEW: Chapter 4 & 5		
Tuesday, April 20	REVIEW: Chapters 6 & 7		
Wednesday, 21	REVIEW: Chapter 8		<b>Classes end</b>
Thursday April 24-30	EXAMS		