

**Syllabus for HAI 1131-0448 (14509)**  
**Beginning Haitian Creole 2**  
**Fall 202, UF**  
*Silabis pou Kreyòl Ayisyen*

<b>Instructor:</b>	Molene Pierre
<b>Email:</b>	pierremolene@ufl.edu
<b>Office hours:</b>	Tuesdays & Thursdays 3:10 pm-4:10pm
<b>Class meeting times</b>	M, T, W, TH, F  1:55 pm- 2:45 pm
<b>Location:</b>	<u>MAT0105.</u> <u>Matherly Hall</u>

N.B. : The dates some other information in the present syllabus are subject to change. A final version will be communicated to you in the future.

**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.

**Course objectives:**

This class will be taught in Haitian Creole in order to allow the students 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 face-to-face classroom setting where communicative, form-focused and meaningful activities stimulate learning.

You will need to devote attention to cultivating your Haitian Creole. 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 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.

- **COVID-19 ALERT!!!**

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

\_ If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/> ([Links to an external site.](#)). Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

\_ You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.

\_ If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website \(Links to an external site.\)](#) for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

\_ Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

- **n-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **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.. 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.***

**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 exams (1 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 teamwork.**

Based on 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.**

## **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:**

- **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]

## **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, 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.

## 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

No late work is 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.
- **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! 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 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, THE ESSAYS HAVE TO BE YOUR WORK.**

- 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.

### **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

Molene Pierre, [pierremolene@ufl.edu](mailto:pierremolene@ufl.edu)

Schedule & assignments

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

**Book** Pawòl Lakay

Additional materials will be shared via Canvas

**Note:** Dates will be communicated in a future version

## Pwogram pou HAI 1131

### Week 1

Introduction Syllabus review <b>Chapit kat: Leson 1</b> <i>Language aim: Describing the school system</i> Vocabulary Grammar & Structures Pronunciation & Spelling Listening	
<b>Chapit kat: Leson 1</b> <i>Language aim: Describing the school system</i> Vocabulary Grammar & Structures Pronunciation & Spelling Listening	
<b>Chapit kat: Leson 1</b> <i>Language aim: Describing the school system</i> Vocabulary Grammar & Structures Pronunciation & Spelling Listening	
<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	
<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

<b>No class Labor Day</b>	
<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	
<b>Chapit kat: Leson 3</b> <i>Language aim: Talking about your studies</i> Vocabulary Grammar & Structures Pronunciation & Spelling Writing	Discussion 1 assigned
<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	
<b>Chapit kat: Leson 3</b> <i>Language aim: Talking about your studies</i> Vocabulary Grammar & Structures: Pronunciation & Spelling: The consonants “s” and “z” Writing Learning through music	Essay 1 assigned

## Week 3

<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	
<b>Chapit kat: Leson 4</b> <i>Language aim: Talking about what you would do in life</i>	

Vocabulary Grammar & Structures Pronunciation & Spelling Speaking	
<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
<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	
<b>Chapit kat: Dosye Sosyokiltirel</b> <i>The education system in Haiti</i> <b>Chapter Review</b>	Essay 1 on Ch4 due

#### Week 4

<b>Chapit senk: Leson 1</b> <i>Language aim: Talking about vacation</i> Vocabulary Grammar & Structures: <i>Aspectual verbs</i> Pronunciation & Spelling Listening	
<b>Chapit senk: Leson 1</b> <i>Language aim: Talking about vacation</i> Vocabulary Grammar & Structures: <i>Aspectual verbs</i> Pronunciation & Spelling Listening	
<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	
<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	
<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

<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	
<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 “l”</i> Speaking	
<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
<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	
<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	Essay 2 assigned

**Week 6**

<p><b>Chapit senk: Leson 4</b>  <i>Language aim: Talking about festivals for various patron saints</i>  Vocabulary  Grammar &amp; Structures: <i>Aspectual and modal verbs versus main verbs</i>  Pronunciation &amp; Spelling  Reading and listening</p>	
<p><b>Chapit senk: Leson 4</b>  <i>Language aim: Talking about festivals for various patron saints</i>  Vocabulary  Grammar &amp; Structures: <i>Aspectual and modal verbs versus main verbs</i>  Pronunciation &amp; Spelling  Reading and listening</p>	
<p><b>Chapit senk: Leson 4</b>  <i>Language aim: Talking about festivals for various patron saints</i>  Vocabulary  Grammar &amp; Structures  Pronunciation &amp; Spelling: <i>The letter "h"</i>  Reading and listening</p>	Discussion 2 on Ch 5 due
<p><b>Chapit senk: Leson 4</b>  <i>Language aim: Talking about festivals for various patron saints</i>  Vocabulary  Grammar &amp; Structures  Pronunciation &amp; Spelling: <i>The letter "h"</i>  Reading and listening  Learning through music</p>	
<p><b>Chapit senk: Dosye Sosyokiltirel</b>  <b><i>Let's go to Haiti for vacation</i></b>   <b>Chapter Review</b></p>	<p>Essay 2 on Ch 5 due   Oral Exam 1 (with instructor) on Ch 4-5</p>

**Week 7**

<p><b>Chapit sis: Leson 1</b>  <i>Language aim: Talking about your travel plans &amp; describing countries and people</i>  Vocabulary  Grammar &amp; Structures: <i>Emphatic constructions with elements introduced by "se"</i>  Pronunciation &amp; Spelling</p>	Quiz 1
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Speaking	
<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	
<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	
<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	
<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

<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	
<b>Chapit sis: Leson 2</b>	

<p><i>Language aim: Describing the means of transportation</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures</p> <p>Pronunciation &amp; Spelling: <i>Consonant blends: "dl" &amp; "dr"</i></p> <p>Reading</p>	
<p><b>Chapit sis: Leson 3</b></p> <p><i>Language aim: Buying tickets and dealing with immigration &amp; customs</i></p> <p>Grammar &amp; Structures: <i>Negative adverbs</i></p> <p>Pronunciation &amp; Spelling</p> <p>Speaking</p>	Discussion 3 assigned
<p><b>Chapit sis: Leson 3</b></p> <p><i>Language aim: Buying tickets and dealing with immigration &amp; customs</i></p> <p>Grammar &amp; Structures: <i>Negative adverbs</i></p> <p>Pronunciation &amp; Spelling: <i>Consonant blends: "fl", "fr"</i></p> <p>Speaking</p> <p>Learning through music</p>	
<p><b>Chapit sis: Leson 3</b></p> <p><i>Language aim: Buying tickets and dealing with immigration &amp; customs</i></p> <p>Grammar &amp; Structures</p> <p>Pronunciation &amp; Spelling: <i>Consonant blends: "fl", "fr"</i></p> <p>Speaking</p> <p>Learning through music</p>	Essay 3 assigned

## Week 9

<p><b>Chapit sis: Leson 4</b></p> <p><i>Language aim: Making arrangements for lodging</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures: <i>Negative determiner and pronouns</i></p> <p>Pronunciation &amp; Spelling</p> <p>Speaking</p>	
<p><b>Chapit sis: Leson 4</b></p> <p><i>Language aim: Making arrangements for lodging</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures: <i>Negative determiner and pronouns</i></p> <p>Pronunciation &amp; Spelling</p> <p>Speaking</p>	
<p><b>Chapit sis: Leson 4</b></p>	Discussion 3 on Ch6 due

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

**Week 10**

<p><b>Chapit sèt: Leson 1</b></p> <p><i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures: <i>Expressions of quantity</i></p> <p>Pronunciation &amp; Spelling</p> <p>Reading</p>	
<p><b>Chapit sèt: Leson 1</b></p> <p><i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures: <i>Expressions of quantity</i></p> <p>Pronunciation &amp; Spelling</p> <p>Reading</p>	
<p><b>Chapit sèt: Leson 1</b></p> <p><i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures: <i>Expressions of quantity</i></p> <p>Pronunciation &amp; Spelling: <i>Consonant blends</i> “kl”, “kr”</p> <p>Reading</p>	
<p><b>Chapit sèt: Leson 1</b></p>	

<p><i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures</p> <p>Pronunciation &amp; Spelling: <i>Consonant blends</i> "kl", "kr"</p> <p>Reading</p> <p>Learning through music</p>	
<p><b>Chapit sèt: Leson 1</b></p> <p><i>Language aim: Shopping for food in open-air market &amp; expressing quantity</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures</p> <p>Pronunciation &amp; Spelling: <i>Consonant blends</i> "kl", "kr"</p> <p>Reading</p> <p>Learning through music</p>	

**Week 11**

<p><b>Chapit sèt: Leson 2</b></p> <p><i>Language aim: Shopping for food in supermarket &amp; making comparison</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures: <i>Comparison with adjectives</i></p> <p>Pronunciation &amp; Spelling</p> <p>Writing</p>	
<p><b>Chapit sèt: Leson 2</b></p> <p><i>Language aim: Shopping for food in supermarket &amp; making comparison</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures</p> <p>Pronunciation &amp; Spelling: <i>Consonant blends</i> "pl", "pr", "pw"</p> <p>Writing</p>	Discussion 4 assigned
No class   Veterans Day	
<p><b>Chapit sèt: Leson 3</b></p> <p><i>Language aim: Identifying and describing Haitian meals and dishes</i></p> <p>Vocabulary</p> <p>Grammar &amp; Structures: <i>Comparison with verbal expressions</i></p> <p>Pronunciation &amp; Spelling</p> <p>Listening</p> <p>Learning through music</p>	

<p><b>Chapit sèt: Leson 3</b>  <i>Language aim: Identifying and describing Haitian meals and dishes</i>  Vocabulary  Grammar &amp; Structures  Pronunciation &amp; Spelling: <i>Consonant blend</i>  “tr”  Listening  Learning through music</p>	<p>Essay 4 assigned   <b>PPT Presentation 1</b></p>
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**Week 12**

<p><b>Chapit sèt: Leson 4</b>  <i>Language aim: Ordering food and drink in a restaurant</i>  Vocabulary  Grammar &amp; Structures: <i>The superlative</i>  Pronunciation &amp; Spelling  Writing</p>	<p><b>PPT Presentation 2</b></p>
<p><b>Chapit sèt: Leson 4</b>  <i>Language aim: Ordering food and drink in a restaurant</i>  Vocabulary  Grammar &amp; Structures: <i>The superlative</i>  Pronunciation &amp; Spelling  Writing</p>	<p><b>PPT Presentation 3</b></p>
<p><b>Chapit sèt: Leson 4</b>  <i>Language aim: Ordering food and drink in a restaurant</i>  Vocabulary  Grammar &amp; Structures  Pronunciation &amp; Spelling: <i>Consonant blends</i>  “vl”, “vr”  Writing</p>	<p><b>PPT Presentation 4</b>   Discussion 4 on Ch7</p>
<p><b>Chapit sèt: Leson 4</b>  <i>Language aim: Ordering food and drink in a restaurant</i>  Vocabulary  Grammar &amp; Structures  Pronunciation &amp; Spelling: <i>Consonant blends</i>  “vl”, “vr”  Writing  Learning through music</p>	<p><b>PPT Presentation 5</b></p>
<p><b>Chapit sèt: Dosye Sosyokiltirel</b>  <b><i>Manje ayisyen se koupe dwèt!</i></b>   <b>Chapter Review</b></p>	<p><b>PPT Presentation 6</b>   Essay 4 on Ch 7 due</p>

**Week 13**

<p><b>Chapit uit: Leson 1</b>  <i>Language aim: Describing your body and discussing personal hygiene</i>            Vocabulary            Grammar &amp; Structures: <i>The possessive construction “pa”</i>            Pronunciation &amp; Spelling            Writing</p>		
<p><b>Chapit uit: Leson 1</b>  <i>Language aim: Describing your body and discussing personal hygiene</i>            Vocabulary            Grammar &amp; Structures            Pronunciation &amp; Spelling: <i>semivowels “w” &amp; “y”</i>            Writing</p>	<p>Discussion 5 assigned</p> <p>Essay 5 assigned</p>	<p><b>Faculty Course Evaluation Period Opens</b></p>
No class   Thanksgiving break		
No class   Thanksgiving break		
No class   Thanksgiving break		

**Week 14**

<p><b>Chapit uit: Leson 2</b>  <i>Language aim: Discussing healthcare issues</i>            Vocabulary            Grammar &amp; Structures: <i>Prepositions and nouns with agglutinated articles</i>            Pronunciation &amp; Spelling            Speaking</p>		
<p><b>Chapit uit: Leson 2</b>  <i>Language aim: Discussing healthcare issues</i>            Vocabulary            Grammar &amp; Structures            Pronunciation &amp; Spelling: <i>Prepozisyon “an”, “ann”</i>            Speaking</p>	<p>Quiz 2</p>	
<p><b>Chapit uit: Leson 3</b>  <i>Language aim: Describing well-being and fitness</i>            Vocabulary            Grammar &amp; Structures: <i>Serial verb constructions</i>            Pronunciation &amp; Spelling            Listening</p>	<p>Discussion 5 on Ch8 due</p>	
<p><b>Chapit uit: Leson 3</b>  <i>Language aim: Describing well-being and fitness</i>            Vocabulary            Grammar &amp; Structures</p>		

Pronunciation & Spelling: <i>Prepozisyon "o"/ "oz"</i> Listening Learning through music	
<b>Chapit uit: Dosye Sosyokiltirel</b> <b><i>Folk and religious beliefs in Haiti</i></b>	Essay 5 on Ch 8 due

**Week 15**

REVIEW: Chapter 4 & 5		
REVIEW: Chapters 6 & 7		
REVIEW: Chapter 8		<b>Classes end</b>
		<b>Faculty Course Evaluation Period Closes</b>

Final Exam on Ch 4-5-6-7-8	