

Haitian Summer Institute (LACC /FIU)	Summer B 2022
Advanced Haitian Creole Literature (FOL 3905)	
<b>Instructor:</b> Frenand Léger	<b>Office hours:</b> by appointment
<b>Class Time and Room:</b> Deuxième Maison (DM) 194 09:00 AM – 12:00 PM / 01:00 PM – 03:00 PM   Monday - Friday	

**Course description:**

Advanced Haitian Creole Literature is designed to help students develop their speaking, listening, reading, writing skills at an advanced level. It also explores different aspects of the Haitian Creole language, culture and literature through virtual study abroad elements. Emphasis is placed on the mastery of complex linguistic skills, textual and cultural analysis through the study of a variety of literary texts in both oral and written forms. Additional activities include lecturers, listening activities, video screening activities, oral presentations and interviews. Attendance and participation are compulsory.

**Course outcomes:**

Upon completion of the course, students should be able to:

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers of Haitian Creole quite possible without strain for either party.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Comprehend and explain the meaning of complex idioms, proverbs and other formulaic language used among Haitian Creole speakers.
- Understand and reproduce some complex linguistic structures of Haitian Creole for better communication with native speakers.
- Reflect retroactively on their learning experience in the target language and culture (challenges encountered, success, frustration, satisfaction, etc.).

**Required Texts:**

\*A digital format course pack<sup>1</sup> of reading and audio materials consisting of Haitian-Creole excerpts from different sources, such as journals, books, fiction and other literary works, song lyrics, lodyans, etc.

**Other Recommended Reference Materials:**

Valdman, Albert, Iskra Iskrova, Jacques Pierre, and Nicolas André. *Haitian Creole-English Bilingual Dictionary*. Bloomington: Creole Institute, 2007.

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<sup>1</sup> \*Some materials in the online course pack, such as the videos, are freely available on the Internet.

Laurent Dubois and al., *The Haiti Reader: History, Culture, Politics*, Duke University Press Books, Durham, 2020.

- <http://akademikreyol.net>
- <https://mit-ayiti.net>
- <https://ankreyol.net>
- <http://www.tanbou.com>
- [https://www.hopeforhaitischildren.org/hfhcmedia/Haitian\\_Creole\\_English\\_Dictionary\\_2nd\\_printing.pdf](https://www.hopeforhaitischildren.org/hfhcmedia/Haitian_Creole_English_Dictionary_2nd_printing.pdf)
- <https://kreyol.com/dictionary/Tt.html>

### Course Grade and Grading Scale:

Preparation/attendance/participation	20%
E-Learning portfolio, reflection & oral presentation	30%
Homework x 3 (listening, reading and writing)	30%
Final Grammar/Vocabulary Exam	20%

94-100= <b>A</b>	93-90= <b>A-</b>	89-87= <b>B+</b>
86-83= <b>B</b>	82-80= <b>B-</b>	79-77= <b>C+</b>
76-73= <b>C</b>	72-70= <b>C-</b>	60-69= <b>D</b>
Below		

## CLASS INFORMATION, POLICIES AND EVALUATION

### Preparation, attendance & participation (20%)

The 20% assigned for this category is divided into three parts: 5% for preparation, 10% for attendance and 5% for active participation in classroom activities. If there is minimal preparation/attendance/participation, students may not develop the necessary skills to communicate in Haitian-Creole. The course will only generate full benefits if attendance is faultless, participation fully activated, investment of time motivated, thoughtful, and committed. For success in the course, students are expected to spend a minimum of 2 hours per day in practicing their language skills via the homework assignments and other independent learning activities. Absentees are responsible for missed class under any circumstances. They are responsible for assignments due on the missed day. Students are expected to answer questions and participate in class activities every day since they will receive a participation grade daily. The class is highly interactive, so missing a session or coming to class / connecting to the class session late and unprepared will have a negative impact on the language learning experience and will also affect student grades.

### E-Learning portfolio, reflection, and oral presentation (30%)

The goal of this assignment is to help students keep track of their achievements and progress and to reflect retroactively on their learning experience in the target language. This assignment has three components: 1) First, students submit an e-folder that contains samples of work they carried out in the course. 2) The second component is a short reflection essay (approximately 250 words) where students describe their experience during the semester (challenges encountered, success, frustration, satisfaction, etc.). 3) The third component is a virtual showcase (oral presentation) of their portfolio where they insist on their experience, achievements, knowledge about aspects of Haitian culture and society. This is where students show competences in cultural norms, values, traditions, and behavior patterns that are typical of Haitian society. They are encouraged to compare their own culture and make comparisons with the target language and culture to discover similar and different cultural concepts and patterns.

### **Final Grammar/Vocabulary Exam (20%)**

The successful speaking in formal contexts and writing of academic assignments depend to some extent on the command of elementary grammatical structures and proper vocabulary. The goal of the grammar/vocabulary exam is to measure student proficiency in these areas. The ability to analyze parts of speech, their nature, their order, functions and relationship in a sentence, as well as vocabulary accuracy will be tested. The test will cover samples of all vocabulary elements and grammatical structures covered during the two-week class.

### **Homework x 3 (listening, reading and writing)**

- a) **Listening Assignment (10%)** - Regular aural practice is essential for improving proficiency in a foreign language. Thus, listening to the activities on the audio recordings that accompany the textbook is necessary for a student's success. It takes time, patience and regular practice to understand any foreign language spoken at a normal conversational pace. At first, students will find it difficult to understand the audio materials. The recordings and other authentic audio documents (e.g., news reports, interviews, songs, *lodyans*) will be used to practice and test their comprehension of spoken Haitian-Creole. Students are expected to show comprehension of the audio materials by responding to multiple choice, true/false and open questions.
- b) **Reading Assignment (10%)** - Since one of the primary goals of the course is to acquire reading skills in Haitian Creole, students are expected to apply the techniques and to use the strategies they have learned to grasp the overall meaning of simple texts in this reading assignment. There will be multiple choice, true/false and open questions to verify comprehension of some specific details concerning the content as well as the structure of the texts. The assignment will be based on the types of text (narrative, descriptive, argumentative, expository) as well as the subjects discussed in class.
- c) **Writing Assignment (10%)** - Students are expected to write one short essay by the end of the course. The essay will be related to the main vocabulary and/or cultural themes covered in the course. The essay should be a minimum of 500 words and a maximum of 600 words. A half-point will be deducted for every word less for compositions shorter than 500 words. Grading will take into account the content and creativity (ideas, organization, style) and the written expression – grammar, vocabulary and spelling. While you may use a dictionary, grammar book and any other material, everything has to be written in your own words. Written work that is not well presented and typed will not be accepted and will be subject to the same penalty as late assignments.

### **ONLINE COURSE DETAILS**

#### **Computer and Internet Recommendations**

- A laptop or desktop computer with (at least) 2G of memory and a 1Ghz processor (any computer bought in the last five years should be fine). Use either built-in or external camera with a headset or earbuds to reduce ambient noise.
- High-bandwidth Internet connection (DSL/cable, or wireless) to ensure a reliable connection.

#### **Definitions**

You will hear the following terms often in the coming weeks. Here are their definition:

•**Synchronous:** synchronous learning means that all students and the instructor participate in the course simultaneously. Participation may occur at the same time and at the same location, or at the same time at multiple locations.

•**Asynchronous:** asynchronous learning means that learning is self-paced. Participation occurs at different times and at different locations.

### **Course proceedings**

This is a **Synchronous Distance Learning** Haitian Creole course. You will be required to attend synchronous meetings and you must come prepared (having completed the assigned work prior to the class). These meetings will give you the opportunity to practice your oral Haitian Creole and should be attended to the best of your ability. These meetings count toward the Attendance and Participation requirements. If you have any issues with the synchronous component, contact your instructor as soon as possible. Materials will be posted on Canvas with instructions to guide you and you will be responsible for your learning. Please note that the online format of the course does not change the learning outcomes.

### **Tips for online learning**

On Canvas, you will find links to resources to assist you in the process of online learning. We recommend that you consult these prior to starting the class.

### **INTELLECTUAL PROPERTY**

Student or professor materials created for this course (including syllabi, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

## TENTATIVE COURSE CALENDAR (July 19<sup>th</sup> – July 29<sup>th</sup> 2022)

<i>Dates</i>	<i>Contents to be covered</i>	<i>Homework, Tests &amp; Assignments</i>
<b>Week 1 (July 18<sup>th</sup> – July 22<sup>rd</sup>)</b>		
<b>Monday July 18</b>	<p style="text-align: center;"><b>Tèm lesan an:</b> Literati kreyòl</p> <ul style="list-style-type: none"> <li>■ Presentation of the syllabus and the course</li> <li>■ Introduction to Haitian-literature written in the Haitian-Creole language</li> <li>■ Dictation (listening/spelling/grammar) followed by discussion on grammar and syntax: prezantatif ak vèb kopil (introducer and copular verb) “se”.</li> <li>■ Cultural activities: Continue the introduction to Haiti’s culture and society using song’s lyrics and video by MikaBen (<i>Ayiti se</i>)</li> </ul>	Homework for next class: Watch the video and read the Haitian Creole text on Haitian painting <a href="https://ayibopost.com/un-des-plus-importants-peintres-de-lhistoire-de-lart-en-haiti-vient-du-cap/">https://ayibopost.com/un-des-plus-importants-peintres-de-lhistoire-de-lart-en-haiti-vient-du-cap/</a>
<b>Tuesday July 19</b>	<p style="text-align: center;"><b>Tèm lesan an:</b> Boza (pent) ann Ayiti</p> <ul style="list-style-type: none"> <li>■ Introduction to Haiti’s visual art (painting)</li> <li>- Interactive activities (debate) on the topic.</li> <li>■ Dictation (listening/spelling/grammar) followed by discussion on grammar and syntax: Gwoup vèbal enfinitif kòm sijè ak objè nan yon fraz (<i>the gerunds phrase</i>)</li> <li>■ Cultural activities: TBA</li> </ul>	Homework for next class: Prepare reading activities on excerpts from <i>Ti fi</i> by Saïka Céus.
<b>Wednesday July 20</b>	<p style="text-align: center;"><b>Tèm lesan an:</b> Kondisyon fanm I</p> <ul style="list-style-type: none"> <li>■ Dictation (listening/spelling/grammar) followed by discussion on grammar/vocabulary: Mo pou eksprime lyen lojik nan tèks naratif</li> <li>■ Receptive and Productive (grammar/vocabulary) activities – reading excerpts from <i>Ti fi</i> by Saïka Céus</li> <li>■ Reading activities based on theme from the novel</li> <li>■ <b>Presentation by Artist Jhon Charles (<i>in the afternoon</i>)</b></li> </ul>	Homework for next class: <ul style="list-style-type: none"> <li>- Review what you’ve learned so far on the verb system in Haitian Creole.</li> <li>- Prepare dossier Papa Gede bèl gason by Carole Demesmin and Naïka Cover.</li> </ul>
<b>Thursday July 21</b>	<p style="text-align: center;"><b>Tèm lesan an:</b> Kondisyon fanm II</p> <ul style="list-style-type: none"> <li>■ Haiti: Women are the backbone of Haitian society. Exeline’s story (<a href="https://www.youtube.com/watch?v=5ufsCztIoQ">https://www.youtube.com/watch?v=5ufsCztIoQ</a>)</li> <li>■ Receptive activities (listening/reading/grammar/vocabulary) – Papa Gede (Bèl Gason)</li> <li>■ Interactive activities (debate) on the song’s lyrics and video.</li> <li>■ Dictation (listening/spelling/grammar) followed by discussion on grammar and syntax: Sistèm tan pase an kreyòl an konparezon avèk lang angle (<i>past tenses</i>)</li> <li>■ Cultural activities: TBA</li> </ul>	Homework for next class: Work on the listening assignment & prepare reading activities on excerpts from <i>Agase Lesperans</i>
<b>Friday July 22</b>	<p style="text-align: center;"><b>Tèm lesan an:</b> Kondisyon fanm III</p> <ul style="list-style-type: none"> <li>■ Dictation (listening/spelling/grammar) followed by discussion on grammar and syntax: Fonksyon sentaksik detèminan defini (a, an, la, lan, nan, yo) nan fraz konplèks.</li> <li>■ Receptive (reading/grammar/vocabulary) activities – reading excerpts from <i>Agase Lesperans</i> by Lyonel Trouillot</li> <li>■ Reading activities based on theme from the novel</li> </ul>	<p><b>Listening assignment is due before midnight (10%)</b></p> <p>Homework for next class: Work on the reading assignment &amp; Review what you’ve learned on the determinants in Haitian Creole.</p>

	<ul style="list-style-type: none"> <li>■ <b>Presentation by linguist Renauld Govain (<i>in the afternoon</i>)</b></li> </ul>	
	<b>Week 2 (July 26<sup>th</sup> – July 29<sup>th</sup>)</b>	
<b>Monday July 25</b>	<p><b>Tèm lesan an:</b> Kondisyon fanm IV</p> <ul style="list-style-type: none"> <li>■ Dictation (listening/spelling/grammar) followed by discussion on grammar and syntax: Fonksyon sentaksik pwonon pèsonèl ak detèminan posesif</li> <li>■ Receptive activities (cultural) - song's lyrics by Darline Desca &amp; Roody Roodboy (<i>M pa kyè</i>).</li> <li>■ <b>Presentation by author Eddy Toussaint (<i>in the afternoon</i>)</b></li> </ul>	<p><b>Reading assignment is due before midnight (10%)</b></p> <p>Homework for next class: Prepare for the activities on song's lyrics by Brother Posse (<i>Stayle</i>) &amp; read information about <i>Stayle</i> in the <i>Haiti Reader</i>, p. 498-501.</p>
<b>Tuesday July 26</b>	<p><b>Tèm lesan an:</b> Politik ann Ayiti I</p> <ul style="list-style-type: none"> <li>■ Dictation (listening/spelling/grammar) followed by discussion on grammar and syntax: Vèb makè « <i>ap</i> »</li> <li>■ Receptive activities (listening/grammar/vocabulary) - listening song's lyrics by Brother Posse (<i>Stayle</i>) <ul style="list-style-type: none"> <li>- Reading activities of mediation (translation) on the song's lyrics.</li> <li>- Interactive activities (debate) on the song's lyrics and video.</li> </ul> </li> </ul>	<p>Homework for next class: Prepare for the activities on Moris Siksto's lodyans (<i>Leya Kokoye</i>)</p>
<b>Wednesday July 27</b>	<p><b>Tèm lesan an:</b> Politik ann Ayiti II</p> <ul style="list-style-type: none"> <li>■ Receptive activities (listening/grammar/vocabulary) - listening excerpts from Moris Siksto's lodyans (<i>Leya Kokoye</i>)</li> <li>■ Written activities of mediation (translation) using the lodyans</li> <li>■ Cultural activities: Kreyòl proverbs' interpretation <ul style="list-style-type: none"> <li>- Written activities of mediation (translation) using the proverbs.</li> </ul> </li> </ul>	<p>Homework for next class: Prepare questions on the contents covered for revision.</p>
<b>Thursday July 28</b>	<p><b>Tèm jounen an:</b> Ratrapaj, revizyon ak evalyasyon</p> <ul style="list-style-type: none"> <li>■ Catch up and revision sessions</li> <li>■ Time to work on the remaining assignments</li> </ul>	<p>Homework for next class: Practice the oral presentation of the e-portfolio and study for the final exam.</p> <p><b>E-portfolio (samples of work, the reflection essay and the Power-point file for the oral presentation) is due before midnight (20%)</b></p>
<b>Friday July 29</b>	<p><b>Tèm jounen an:</b> Evalyasyon kontinye</p> <ul style="list-style-type: none"> <li>■ <b>Oral presentation on the E-Portfolio (10%)</b></li> <li>■ <b>Final Grammar/Vocabulary Exam (20%)</b></li> <li>■ Kloti sesyon an – Mèsi anpil !</li> </ul>	<p><b>Writing assignment is due before midnight (10%)</b></p>

*Please note that the course calendar will be posted on Canvas, but it is subject to changes.*