

Term Information

Effective Term Spring 2018

General Information

Course Bulletin Listing/Subject Area French
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5501
Course Title Hatian Creole 1
Transcript Abbreviation Hatian Creole 1
Course Description This course is designed for the development of students' communicative skills through listening, speaking, reading, and writing. Communications, cultures, connections, comparisons, and communities are the five goals kept in mind during the semester. This course is for students with little or no experience in the language.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- This course is designed for the development of students' communicative skills through listening, speaking, reading, and writing. This course is for students with little or no experience in the language.

Content Topic List

- Communications, cultures, connections, comparisons, and communities are the five goals kept in mind during the semester.

Sought Concurrence

No

Attachments

- Haitian Creole I Syllabus.pdf: Syllabus

(Syllabus. Owner: Afanasyeva,Sofya)

Comments

- This course will NOT count towards the French BA. *(by Afanasyeva,Sofya on 09/13/2017 09:02 AM)*
- Send back to Sonya for revisions. *(by Renga,Dana on 09/12/2017 09:38 AM)*
- Please double-check syllabus and upload updated curriculum map for French BA. *(by Vankeerbergen,Bernadette Chantal on 09/11/2017 12:22 PM)*



Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Afanasyeva,Sofya | 09/05/2017 12:49 PM | Submitted for Approval |
| Approved | Renga,Dana | 09/05/2017 01:00 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 09/06/2017 07:04 PM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 09/11/2017 12:23 PM | ASCCAO Approval |
| Submitted | Renga,Dana | 09/11/2017 02:58 PM | Submitted for Approval |
| Approved | Renga,Dana | 09/11/2017 03:05 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 09/11/2017 09:50 PM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 09/12/2017 05:17 AM | ASCCAO Approval |
| Submitted | Renga,Dana | 09/12/2017 07:05 AM | Submitted for Approval |
| Revision Requested | Renga,Dana | 09/13/2017 08:57 AM | Unit Approval |
| Submitted | Afanasyeva,Sofya | 09/13/2017 09:03 AM | Submitted for Approval |
| Approved | Renga,Dana | 09/13/2017 09:07 AM | Unit Approval |
| Approved | Heysel,Garett Robert | 09/19/2017 07:11 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler | 09/19/2017 07:11 PM | ASCCAO Approval |

Elementary Haitian Creole I (LTAM-C101/501)

FALL 2016

❖ INSTRUCTOR INFORMATION

| | |
|---|---|
| Instructor: David Tézil Email: dtezil@indiana.edu Class Schedule: T&R 2:30 pm – 4:00 pm (BH 106) |  812-855-9097 |
| Office: <i>The Center For Latin and Caribbean Studies Office</i> located the Global and International Studies Building Office Hours: MW 3:00 – 4:00 PM or by appointment |  dtezil@umail.iu.edu |

❖ REQUIRED MATERIALS

Valdman, Albert. 1988. *Ann pale kreyòl*, Creole Institute: Bloomington.

❖ ADDITIONAL RESOURCE MATERIALS

- Anonymous. 1985. *Ti koze sou istwa peyi d Ayiti*, Editions Henry Deschamps : Port-au-Prince.
- Valdman, Albert (1996) *A Learner's Dictionary of Haitian Creole*. Creole Institute, Indianan University, Bloomington, Indiana.

❖ COURSE DESCRIPTION

C101, the initial course in the first-year, C201-C202 sequence, follows a communicative approach which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. From the first day of class, students will interact in Haitian Creole with the instructor and with classmates. Therefore, by the end of this course, students will be able to successfully handle in Haitian Creole a significant number of basic communicative tasks.

This course is designed for the development of students' communicative skills through listening, speaking, reading, and writing. Communications, cultures, connections, comparisons, and communities are the five goals kept in mind during the semester. This course is for students with little or no experience in the language

❖ GOALS AND OBJECTIVES

Upon successful completion of this course, students should be able to:

- **speak** Haitian Creole well enough to describe, narrate, and ask and answer questions in present and past tense about everyday topics such as family, courses, personal pastimes, food, likes and dislikes, weather, daily life situations, etc.
- **comprehend** Haitian Creole with sufficient ability to grasp the main idea and some supporting details in short conversations that relate to daily life and represent authentic situations
- **read and understand** the main idea and some details of both edited materials and non-edited narratives and articles, if the latter are highly contextualized
- **write** sentences and paragraphs on familiar topics related to daily routine and other themes of the text
- **recognize** the existence of cross-cultural differences and have an increased understanding and appreciation of the many perspectives and peoples of the Creole-speaking communities.

❖ **GRADE DISTRIBUTION**

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|---|---|
| POINTS | |
| • 10 assignments..... 20 % of final grade | No late work accepted (except for excused absences) |
| • 5 Quizzes30 % | |
| • 2 Compositions.....10 % | |
| • Oral Exam10% | |
| • Final Exam..... 20% | |
| • Participation..... 10% | Based on classroom attendance and participation. |

❖ **DESCRIPTION OF COURSE COMPONENTS**

• **ATTENDANCE**

Since regular exposure to Haitian Creole is absolutely critical for developing communicative abilities in the language, class attendance is mandatory. Any absence represents a valuable classroom experience lost which no written work can replace. However, it is understood that certain circumstances (illness, family emergencies, funerals, job interviews, etc.) may prevent class attendance. Therefore, you will be allowed a total of four (4) absences which do not count against your attendance grade. These are not *free* days; they should be used wisely.

Students who miss no more than three days will be well rewarded: those students' communicative skills will undoubtedly improve, and their grades will be credited with the full 7.5% allotted for attendance. However, any absences in excess of those three, *regardless of the reason*, will result in a lowering of the attendance grade. When the 7.5% allotted to attendance is "used up" (after a total of 7 absences), then the final course grade will be lowered by 2% for each additional absence.

Note: Absences for the following reasons will *not* affect your attendance grade and will not be applied towards your two allowed absences: 1) mandatory participation in university-sponsored activities, such as intercollegiate athletic competitions, artistic performances, R.O.T.C. functions, academic field trips; 2) participation in religious observances. If you will miss class in order to participate in a religious observance, you must submit the "Request for Accommodation for Religious Observances Form". Extensions will not be given for additional travel days away from Bloomington for a religious observance. Documentation received after the second week of the session will not necessarily be honored.

- **LATE ARRIVALS**

Late arrivals disrupt the flow of class, for both instructor and fellow students. You are expected to arrive on time. Repeated tardiness will result in a lower attendance grade and a lower participation grade. Arriving late (more than 15 minutes) three times will count as one absence. More than 30 minutes late is considered an absence.

- **PARTICIPATION**

Being prepared for and participating in class activities is one of the most important means of attaining the goals of this course. Your involvement in classroom discussions and activities will be evaluated by your instructor on an on-going basis, and will be officially recorded at the conclusion of each unit. You may consult with your instructor at any time for feedback on your participation and for suggestions on how it might be improved. Refer to the "Evaluation Criteria for Class Participation" at the end of this syllabus for more details.

- **HOMEWORK**

Regular practice of Haitian Creole outside the classroom is key to reaching the stated objectives of this course. For this reason, you are encouraged to complete all the assignments and submit them on time. Homework consists of vocabulary, grammar, and culture exercises which you will complete after the material is presented in class.

- **COMPOSITION**

You will begin preparing the outline for your composition and submit a copy to the instructor on November 15 or any time before Thanksgiving. This writing assignment will give you the opportunity to respond to course topics and to practice new vocabulary and grammatical structures. Your instructor will be available to answer your questions and provide assistance as you write.

The final draft is due on the day of the final. However, the instructor will be available to give you feedback on the first draft prior to final submission.

- **QUIZZES**

- **WRITTEN QUIZ**

There will be a written quiz at the end of 3 lessons. These quizzes are listed in bold on the course schedule, and you should note these dates in your personal calendar. The goal of the quizzes is to assess how well you have assimilated what has been presented in each lesson with regard to Haitian Creole grammar, vocabulary, language, and culture.

Should you miss one of these quizzes for a valid, documented reason, the only opportunity for a make-up exam will be within 5 days of the regularly scheduled quiz. In order to obtain permission to take this make-up exam, you must contact the instructor before the quiz/exam date (if you know ahead of time that you will be absent), or **no later than 48 hours after the missed quiz/ exam**. **You must present written, verifiable proof of an urgent reason (such as illness or family emergency) for missing the exam to the course instructor.** For example, in case of illness, you will need a doctor's note indicating an office visit on the day of the exam or from an earlier visit, which indicates the need to miss school on the date of the exam.

- **FINAL EXAM**

The Final Exam, which will be comprehensive and cumulative in nature, is scheduled for **Monday, December 16th**. It is your responsibility to ensure that you will be present for this exam. Only under the most extreme circumstances will a make-up exam be provided. Pre-existing travel plans will not be considered a reasonable cause for missing the Final Exam. If you know in advance of a serious conflict, you should make an appointment to see your instructor.

❖ STUDENTS WITH DISABILITIES

The University provides appropriate academic adjustments for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Office of Disability Services for Students (Franklin Hall 006; 855-7578; <http://www.iub.edu/~iubdss>) **as soon as possible** to request an official letter outlining authorized accommodations. Before course accommodations can be made, the letter from DSS must be presented to Virginia Hojas, Assistant Director of Language Instruction. Call 855-1157 to make an appointment. Students must obtain an updated letter from DSS and see Ms. Hojas each semester/session. Approved accommodations will not change the basic elements of the course/class.

❖ ACADEMIC INTEGRITY

The Department fully supports all university policies and procedures regarding academic misconduct (cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty) as outlined in the *Code of Students Rights, Responsibilities and Conduct*. Please note that copying another student's homework, using online translation programs, or getting unauthorized help from any other individual(s) are considered acts of cheating and are subject to academic misconduct procedures. In addition, students should not present someone else's work as their own. Paraphrasing words, ideas or opinions, whether oral or written, is considered plagiarism. If it is found that a student has committed an act of academic misconduct, a report will be filed with the Office of Student Ethics, and a copy will be placed in the student's academic records.

❖ INSTRUCTOR/STUDENT COMMUNICATION

You can communicate with your instructor

- via e-mail. Your instructor will provide his/her e-mail address the first day of class. This is the best way to contact your instructor, and you can expect a prompt response.
- during your instructor's office hours. Your instructor will have three office hours per week, and will provide his/her office location and times on the first day of class. It is strongly recommended that you take advantage of these opportunities for one-on-one contact. Keep a list of the questions that arise as you study, and bring these questions to your instructor for clarification.

❖ OTHER IMPORTANT INFORMATION REGARDING POLICIES

- Students are expected to check their IUB e-mail on a frequent and consistent basis in order to stay current with course-related communications.
- No extra credit is available for this course, and no assignments will be curved.
- All cellular phones and electronic devices must be turned off during class time.
- Text messaging, working on agendas (electronic or paper), and/or solving crossword or sudoku puzzles is not permitted during class time.
- Eating is not permitted while class is in session.
- Students with children are asked to make other arrangements for their care rather than bringing them to class.

Evaluation Criteria for Class Participation

Outstanding = 90-100 (A) The student:

- is well prepared for class, arriving with significant mastery of newly studied material
- is consistent, enthusiastic about learning, and always has a positive impact on class atmosphere
- participates actively in Spanish in all aspects of classroom activities, including volunteering to answer questions, sharing ideas, and responding to classmates' ideas
- contributes actively during small-group activities; shows leadership and is crucial to getting the given tasks accomplished; listens attentively when others speak
- successfully achieves the objectives of each lesson
- is always on task and uses practice time wisely
- does not revert to use of English to ask questions or after completing group activities; develops ideas in group activities and relates them to other topics or elaborates on topics to maximize use of Spanish if his/her group finishes before others in the class

Very good = 80-89 (B) The student:

- is well prepared for class, and is often able to actively use new material
- shows a positive attitude toward learning and has a positive impact on class atmosphere
- participates regularly in Spanish, including asking questions and initiating conversations with instructor and/or classmates; volunteers and shares ideas regularly
- contributes positively during small-group activities and is a valued team member; listens when others speak
- makes a concerted effort to achieve the objectives of each lesson
- stays mostly on task and uses practice time wisely
- does not revert to use of English in small-group activities or after finishing assigned tasks

Satisfactory = 70-79 (C) The student:

- is somewhat prepared for class, though sometimes not able to apply new material
- seems somewhat indifferent toward learning or is often distracted during class activities, thus does not positively impact class atmosphere on a regular basis
- shows more passive than active participation; sometimes contributes and is at least aware of what is going on, but mostly just answers instructor's questions when called upon
- sometimes contributes during small-group activities; usually listens when others speak
- makes an effort to achieve lesson objectives, although there is room for improvement
- could stay more focused; and could make better use of practice time
- resorts too easily to English to ask questions of instructor or to converse with classmates after finishing small-group activities

Improvement Needed = 69 and below (D, F) The student:

- is not well prepared for class, and often is not able to apply new material
- shows a negative attitude toward learning or is completely inattentive during class activities; is disrespectful to instructor or to classmates; talks out of turn or about unrelated topics; has a negative impact on class atmosphere for any number of reasons
- is a passive participant or a non-participant in class activities; is barely engaged and depends on others to carry the load
- rarely contributes during small-group activities; often does not listen when others speak
- makes little or no effort toward achieving lesson objectives; there is significant room for improvement
- is easily distracted and off task, and often wastes practice time
- lapses into English frequently to ask questions of instructor or to converse with classmates; rarely speaks Spanish

NOTE: Frequent absences or late arrivals will adversely affect participation grades.

**LTAM-C101/501 COURSE SCHEDULE
FALL 2016**

| WEEKS | DATES | LESSONS | IN CLASS | HOMEWORK |
|-------|-------|--------------|---|----------------------|
| 1 | 8/23 | Lessons 1& 2 | <ul style="list-style-type: none"> • Introduction to class • Syllabus • Introducing yourself to someone and ask them about their name. • Talking about how you and others feel. • Subject pronouns • Dialogues | |
| | 8/25 | Lesson 2 | <ul style="list-style-type: none"> • Talking about how you and others feel. • Subject pronouns • Dialogues <p>❖ Reading: <i>Kilti lakay</i></p> <ul style="list-style-type: none"> • Greetings: formal vs. informal <p>❖ Pronunciation</p> <ul style="list-style-type: none"> • Oral vowels: o, ò • Nasal vowels: <i>an, ann, en, enn, in</i> • Oral vowels: o, ò • Nasal vowels: <i>an, ann, en, enn, in</i> | Assignment #1 |
| 2 | 8/30 | Lesson 3 | <ul style="list-style-type: none"> • Talking about items that are in the classroom. • <i>Mo Nouvo I, Annou pratike A, B</i> • Definite & Indefinite articles, • <i>Annou Pratike A & B</i> • Dialogue 3 • Plural of Nouns • QUIZ #1 | Assignment #2 is due |
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| | 9/1 | Lesson 4 | <ul style="list-style-type: none"> • Talking about places to go • Progressive marker <i>ap</i> and the future • forms : <i>pral, prale</i> • Dialogue 4 | Assignment #3 is due |

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| 3 | 9/6 | Lesson 5 | <ul style="list-style-type: none"> Talking about clothing Talking about clothing cont' color | |
| | 9/8 | Lesson 5 | <ul style="list-style-type: none"> Possessive adjectives Counting from 1 to 20 Dialogue writing and spelling | |
| 4 | 9/13 | Lesson 6 | <ul style="list-style-type: none"> Talking about your family, friends, and pets <i>Mo Nouvo</i> The demonstrative determiner Exercices A, B, C, D | Assignment #4 is due |
| | 9/15 | Lesson 6 | <ul style="list-style-type: none"> Oral vowels vs. nasal vowels Dialogue 6 QUIZ #2 | |
| | | | | |
| 5 | 9/20 | Lesson 7 | <ul style="list-style-type: none"> Talking about body parts: the face Negative sentences | |
| | 9/22 | Lesson 7 | <ul style="list-style-type: none"> Dialogue Listening Pronunciation of nasals What is a Creole? Where is it spoken? | Assignment #5 is due |
| 6 | 9/27 | Lesson 8 | <ul style="list-style-type: none"> Talking about Chores : <i>Mo Nouvo I</i> Talking about useful objects: <i>Mo Nouvo II</i> | |
| | 9/29 | Lesson 8 | <ul style="list-style-type: none"> Dialogue: <i>Kay Lamèsi</i> The timeless verb form | Assignment #6 is due |
| 7 | 10/4 | Lesson 9 | <ul style="list-style-type: none"> Telling time Other forms of definite determiners, page 49 | |
| | 10/6 | | <ul style="list-style-type: none"> Dyalòg 9: <i>Sou wout la</i> Movie: Haiti's Hidden Treasures | |

| | | Lesson 9 | QUIZ #3 | |
|----|------------|---------------------------|---|------------------------------|
| 8 | 10/11 - 13 | | Writing & Listening (Practice) | |
| 9 | 10/18 | Lesson 10 | <ul style="list-style-type: none"> • Doing the laundry: <i>Mo Nouvo I</i> • Question words | |
| | 10/20 | Lesson 10 | <ul style="list-style-type: none"> • Spatial prepositions • Dyalòg 10: <i>Se abitan li ye</i> • Reading: <i>Se abitan li ye</i> (page 60) | Assignment # 7 is due |
| 10 | 10/25 | Lesson 11 | <ul style="list-style-type: none"> • Talking about Colors and physical traits • Descriptive adjectives • Adjectives Cont' | |
| | 10/27 | Lesson 11 | <ul style="list-style-type: none"> • The vowels i, ou, a • Movie: Toussaint Louverture | |
| 11 | 11/1 | Lesson 12 | <ul style="list-style-type: none"> • Asking for directions • Numbers, Stores • Imperative forms | |
| | 11/3 | Lesson 12 | <ul style="list-style-type: none"> • Pronouns as direct object • Historical Reading: <i>Ti koze 1</i> • Quiz # 4 | Assignment #8 is due |
| 12 | 11/8 | Lesson 13 | <ul style="list-style-type: none"> • A little trip overseas: <i>what do I need?</i> • Haiti and the other Caribbean countries • The linking verb <u>se</u> | |
| | 11/10 | Lesson 13 | <ul style="list-style-type: none"> • Relative clauses with <u>ki</u> • <u>Historical Reading</u>: <i>Ti koze, chapit 2</i> | Composition 1 is due |
| 13 | 11/15 | Lesson 13 Cont' | <ul style="list-style-type: none"> • The verb form <i>ye</i> • <u>Reading</u>: <i>Ayiti nan Karayib la</i>, (page 89) | |
| | 11/17 | | <ul style="list-style-type: none"> • Haitian Proverbs and Folktales • Reading on social issues: <i>Chita pa bay, chapit 1</i> • Quiz # 5 | |
| 14 | 11/21-25 | THANKSGIVING BREAK | | |
| 15 | 11/29 | Lesson 14 | <ul style="list-style-type: none"> • Talking about your personal daily | Assignment #9 is due |

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|----|-------|--------------|--|-------------------------------|
| | | | activities: <i>Mo Nouvo I</i> <ul style="list-style-type: none"> • Reading on social issues: Chita pa bay, chapit 2 & 3 • Days of the week; • the anterior marker <i>te</i> | |
| | 12/1 | Lesson 15 | <ul style="list-style-type: none"> • Talking about one's body parts, health and how one is feeling • Frequent illness: <i>Mo Nouvo I</i> • The interrogative: <i>ki + noun</i> | Assignment # 10 is due |
| 16 | 12/6 | Lessons 1-15 | OVERALL REVIEW | |
| | 12/8 | | | |
| | 12/13 | | FINAL EXAM (May be rescheduled) | Final composition due |
| | 12/15 | | | |