

ELY105.xxxx (xxxx) Haitian Creole for Heritage Speakers  
(Haitian Creole for Heritage Speakers)

INSTRUCTORS\_NAME (INSTRUCTORS\_EMAIL)

SEMESTER

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**Instructor's Information**

**Instructor:** INSTRUCTORS\_NAME  
**Homepage:** NA  
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**Tel:** 718-482-5460  
**Office:** B-234  
**Office Hours:** TBD  
**Preferred communication:** E-mail is preferred, with which you should expect my response within 24 hours.  
**Class Schedule:** TBD (3 hours of instruction + 1 hour of lab)

**Course goals and objectives**

**Catalog Course Description:** This course is designed for heritage speakers of Haitian Creole who have received little to no prior formal training in the Haitian Creole language. Students will be guided to master the core language skills through the Haitian cultural lens. Focus will be placed on dispelling myths about the Creole language and establishing a formal foundation in the standard Haitian Creole. The Communicative Approach will be employed to develop conversational skills and to explore issues of identity as they relate to the politics and sociolinguistic implications of the Haitian Creole language.

**Course Objective and Section Description**

**Section Description:** This course is designed primarily for Heritage Learners of Haitian Creole, or Haitians of the Diaspora, who have some prior knowledge, understanding of, or exposure to Haitian Creole and have never received any formal training in the Haitian Creole language. In this section, students will be guided through core language skills (speaking, reading, writing, and listening comprehension) within a Haitian cultural context. Focus will be placed on dispelling myths about the Haitian Creole language, establishing a core foundation in standard Haitian Creole, and identity issues as they relate to learning the Haitian Creole as a heritage language. At the end of this course, students will be able to comfortably navigate an advanced conversation in Kreyòl, while engaging in the written form of the language at the advanced level. Core language competencies in grammar, phonetics, and other aspects of language structure will be reinforced. Course sessions may be supplemented by relevant cultural trips. This section will be taught primarily in Haitian Creole.

**Textbook, grading, and other class logistics**

**Textbooks:** The following textbooks are required for this class.

- Freeman, B. C. (2007). *Ti koze kreyòl: a Haitian-Creole Conversation Manual*. Institute of Haitian Studies, University of Kansas. [available at Available at <https://kuscholarworks.ku.edu/handle/1808/10934>]
- Funk, A. (2012). *The Languages of New York State: A CUNY-NYSIEB Guide for Educators*. The CUNY-NYSIEB.
- Génésus, Gessica (2016). *Yon ti koze ak se m: Conversations with my Sister / Conversation avec ma soeur (Haitian Edition)*. ISBN: 9781944556303. Note: Price: \$19.99
- Leger, Frenand (2011). *Pawol Lakay: Haitian-Creole Language and Culture for Beginner and Intermediate Learners (Creole Edition)*. Educa Vision Inc. ISBN: 9781584326878. Note: Price: \$54.95
- Précil, Riva (2015). *Anaëlle ak Lasirèn*. Educa Vision Inc. ISBN: 9781626323568. Note: Price: \$18.50
- Targète, Jean & Urciolo, Raphael G. (1993). *Haitian Creole-English Dictionary with Basic English-Haitian*

*Creole Appendix (2nd)*. Kensington, Maryland: Dunwoody Press. ISBN: 0931745756.

**Grades:** Your final grade will be determined based on the following evaluation points.

- Midterm 20%, Final exams 20%, Quizzes (4 quizzes x 5%) 20%, Homework (10 homework x 1%) 10%, Laboratory (10 lab x 1%) 10%, Presentation 20%
- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

<b>Weekly schedule (subject to change)</b>
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The weekly class assignments are listed below. Additional online exercises, tutorials, readings, or other assignments will be posted on the Course Website.

Week	Topic
Week 1 [Insert DATE]	<ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• <i>Onè &amp; respè</i> (honor &amp; respect)</li> <li>• Haitian Creole alphabet song (YouTube) &amp; review of the sounds of Haitian Creole</li> </ul>
Week 2 [Insert DATE]	<ul style="list-style-type: none"> <li>• "Word of the Day" assignments [see below for the instructoins]</li> <li>• Introducing yourself</li> <li>• Review of personal pronouns</li> <li>• Continued review of the sounds of Haitian Creole</li> <li>• Written assignment 1 (2%) [see the project description below]</li> <li>• Lab 1 (1%)</li> </ul> <p><b>Project:</b> Linguistic Autobiography Essay and Oral Presentation Students hand in a 2-3 page autobiographical essay, in which they narrate their language experience as heritage speakers of Hatiiian Creole. The essay may be written in Haitian Creole (or a mixture of Haitian Creole and English).</p>
Week 3 [Insert DATE]	<ul style="list-style-type: none"> <li>• Listening comprehension assignment (audio clips)</li> <li>• "Word of the Day" assignments</li> <li>• Reading from "Ti Koze Kreyòl" – Conversation Manual</li> <li>• Corresponding Lesson from Textbook on Counting to 30 (PL)</li> <li>• Written assignment 2 (2%)</li> <li>• Lab 2 (1%)</li> </ul> <p><b>Project:</b> Continue the Autobiography Project Students continue to write/revise their autobiographical essay. The revised autobiographical essay must identify and analyze at least one artifact from the published materials, which discusses the Haiti's history of colonization and sovereignty after the Haitian Revolution in 1791-1801.</p>
Week 4 [Insert DATE]	<ul style="list-style-type: none"> <li>• Quiz 1 (5%) [Oral presentation of the Autibiography Project]</li> <li>• "Word of the Day" assignments</li> <li>• Conversation practice</li> <li>• Grammar review of possession &amp; plurality</li> <li>• Written assignment 3 (2%)</li> <li>• Lab 3 (1%)</li> </ul> <p><b>Project:</b> Oral presentation of the Autobiography Project Students present videotaped presentation on their autobiographies.</p>
Week 5 [Insert DATE]	<ul style="list-style-type: none"> <li>• Vocabulary building class exercise (body parts)</li> <li>• Reading from "Ti Koze Kreyòl" – Conversation Manual</li> <li>• Reading from Anaëlle ak Lasirèn</li> <li>• Weekend assignment on reading</li> </ul>

	<ul style="list-style-type: none"> <li>• Written assignment 4 (2%)</li> <li>• Lab 4 (1%)</li> </ul> <p><b>Project:</b> Haitian Creole Oral History Project Students will create a story map where they will mark their country of origin, or the countries where their parents and ancestors came from. The map will add a visual element to students' linguistic autobiographies by highlighting their family ancestry and relationship to the heritage language.</p>
Week 6 [Insert DATE]	<ul style="list-style-type: none"> <li>• Quiz 2 (5%) [Reading materials covered in class]</li> <li>• "Word of the Day" assignments</li> <li>• Review of Anaëlle ak Lasirèn Q &amp; A</li> <li>• Grammar lesson on prepositions &amp; articles</li> <li>• Vocabulary building class exercise (family)</li> <li>• Review for midterm</li> <li>• Midterm (20%) [The midterm will assess students' linguistic knowledge in Haitian Creole, students' ability to articulate their ancestry or linguistic heritage, and familiarity with the reading materials covered in class]</li> <li>• Written assignment 5 (2%)</li> <li>• Lab 5 (1%)</li> </ul> <p><b>Project:</b> Continue Haitian Creole Oral History Project Students continue to work on the story map project.</p>
Week 7 [Insert DATE]	<ul style="list-style-type: none"> <li>• Class discussion on important historical figures in Haitian History</li> <li>• Corresponding written assignment</li> <li>• Reading from "Ti Koze Kreyòl" – Conversation Manual</li> <li>• Written assignment 6 (2%)</li> <li>• Lab 6 (1%)</li> </ul> <p><b>Project:</b> Continue Haitian Creole Oral History Project Students will interview their parents or grand-parents and identify a few historical, political, or sociocultural events that they believe to have a major impact on the current state of the Haitian-Creole speaking community in the U.S.</p>
Week 8 [Insert DATE]	<ul style="list-style-type: none"> <li>• Quiz 3 (5%) [Assessment on the history of Haitian community in the U.S.]</li> <li>• "Word of the Day" assignments</li> <li>• Grammar lesson on "to give" &amp; "to have"</li> <li>• Additional grammatical markers</li> <li>• Corresponding written assignment</li> <li>• Select reading from Yon ti koze ak sè m</li> <li>• Weekend assignment on reading</li> <li>• Written assignment 7 (2%)</li> <li>• Lab 7 (1%)</li> </ul> <p><b>Project:</b> Presentation of Oral History Project Students present videotaped presentation on their oral history project.</p>
Week 9 [Insert DATE]	<ul style="list-style-type: none"> <li>• "Word of the Day" assignments</li> <li>• Review of select reading from Yon ti koze ak sè m Q &amp; A</li> <li>• Family tree class project</li> <li>• Reading assignment &amp; listening comprehension assignment (music lyrics &amp; traditional Haitian music)</li> <li>• "se" &amp; "ye"</li> <li>• Written assignment 8 (2%)</li> <li>• Lab 8 (1%)</li> </ul>

	<p><b>Project:</b> Politics of the Haitian Creole language: prestige, attitudes, standard, and race Working in small groups students will explore the final project topics concerning the current state of the Haitian Creole language pertaining to its prestige, attitudes, standardization, and racial implications</p>
Week 10 [Insert DATE]	<ul style="list-style-type: none"> <li>• Quiz 4 (5%)</li> <li>• "Word of the Day" assignments</li> <li>• Adjectives (pl)</li> <li>• Vocabulary building lesson (days, months, and years)</li> <li>• Practice for Final Exam (oral)</li> <li>• Written assignment 9 (2%)</li> <li>• Lab 9 (1%)</li> </ul> <p><b>Project:</b> Continue the politics of the Haitian Creole language project Students continue the politics of the Haitian Creole language project</p>
Week 11 [Insert DATE]	<ul style="list-style-type: none"> <li>• "Word of the Day" assignments</li> <li>• Final project assignment on Haitian radio station and Haitian food</li> <li>• In-class reading assignment</li> <li>• Reading from "ti Koze Kreyòl" – Conversation Manual</li> <li>• Written assignment 10 (2%)</li> <li>• Lab 10 (1%)</li> </ul> <p><b>Project:</b> Presentation of the Haitian Creole language project Students in small groups present videotaped presentation on their Haitian Creole language project</p>
Week 12 [Insert DATE]	<ul style="list-style-type: none"> <li>• Final reading from "ti Koze Kreyòl" – Conversation Manual</li> <li>• Completion of final project assignment</li> </ul>
Final [Insert DATE]	<ul style="list-style-type: none"> <li>• Final project due [see below for the instructions]</li> </ul>

### Word of the Day Assignment

Each student will pick one Creole word or expression such as *rele* (to shout), *maladi* (sickness), and *tonbe nan renmen* (to fall in love). During class, students will share their words and stories related to words they've learned. The stories must be related to students' life experience as heritage speakers of Haitian Creole and its historical, sociocultural, and class implications.

### Final project/paper:

Through studying the history and linguistic structure of Haitian Creole, this class explores Creolization from a linguistic, historical, and comparative perspective. In this final project, you will be writing a research paper (no more than 10 pages, double-spaced with 1-inch margin) on one of the following topics pertaining to sociolinguistic prestige, attitudes, standardization, and racial implications of the Haitian Creole language. Your research project/paper must be written/presented in Kreyòl. The following are some examples of the topic:

1. Is Haitian Creole considered a dialect of the French language? What is the influence of languages spoken by African American plantation workers in the 17-18<sup>th</sup> century on Haitian Creole? What is the evidence for a claim that Haitian Creole is a completely new language, independent of French and other African American languages?
2. What is the limitation of the French lexicon (vocabulary) in Haitian Creole? Similarly, what are the limitations of the lexicon of the West-African languages in Haitian Creole?
3. What are the fundamental differences between pidgin languages and creole languages? How pidgin languages have emerged in Haiti and how these pidgin languages have converged into Haitian Creole?

The paper will be evaluated on the following three major aspects:

1. Delivery of the presentation and paper (33%): Your paper should use the standard Kreyòl orthography and the academic writing conventions in English (e.g., citation).
2. Accuracy of the presentation and paper (33%): Your paper should present accurate information along with

your critical analysis of such information.

3. Language (33%): Your paper, written in Kreyòl, should be have no/few mechanical (e.g., grammar, spelling, vocabulary etc.) errors.

## Policies

**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

**Valuing LaGuardia's Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**The student attendance policy:** As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

**The academic dishonesty policy:** As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

**Policy on assigning the grade of Incomplete:** As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).