



Syracuse University

Project Advance

FRENCH 201 SUMMER INSTITUTE 2022

Monday, July 18 – Friday, July 22, 2022

(Most of the course content workshops will be offered in French)

By the end of this seminar SUPA instructor candidates will

- be familiar with Syracuse University Project Advance Program and its accreditation standards
- be familiar with the Languages, Literatures, and Linguistics Department and the French 201 course
- have access to administrative related processes and contact information
- have a better understanding of the course, required book, online resources, and SU library resources for faculty and students
- have completed the first draft of the course syllabus
- demonstrate abilities and understanding of teaching this course through a ‘microteaching’ short lesson
- demonstrate understanding of the instructor role once become SU adjunct faculty
- be prepared to complete course requirements toward certification
- be prepared to engage and exchange with the SUPA family

Calendar of Activities

Monday July 18

Morning Sessions	<p>8:30-9:45 Registration, Orientation and Welcome Breakfast (Attendance Required) Sheraton Syracuse University Hotel & Conference Center 801 University Ave., Syracuse, NY 13210</p> <p>9:30-10:30 Welcome to the Syracuse University French 201 Course HBC340E <i>Christa Wirth, French Instructor and Liaison</i></p> <ul style="list-style-type: none"> • The SU’s foreign language program and college classrooms • What does it mean to be part of the SUPA family? • What is my role as Liaison/visitor? • How do we collaborate as a team? <p>11:00-1:00: Accessing Materials Through the University Library Workshop Bird Library 046 (lower level) <i>Patrick Williams, Librarian for Literature, Rhetoric, and Digital Humanities, SU Library</i></p>
Lunch	1:00-2:00 On Your Own

Afternoon Session	<p>2:00-4:00 The SU French 201 Course Syllabus and materials HBC340E <i>Christa Wirth, French Instructor and Liaison</i></p> <ul style="list-style-type: none"> • The course syllabus, the book, VHL, SU grading system, and course expectations <p>How to prep for this session?</p> <ul style="list-style-type: none"> ○ Read the syllabus, go over the book and visit the VHL site ○ Prepare to ask questions and share ideas about how you may integrate the grading components in your classroom <p>HW: Go over the provided syllabus and come prepared to ask questions. Read Imaginez, pg 2-39 Come ready to discuss ideas to prepare lesson plans using this material. What other materials would you include to assist your planning and how would you relate it to given course material?</p>
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Tuesday July 19

Morning Sessions	<p>8:30 – 10:00 Student Registration and Grade Reporting Presentation Workshop Live Science Building (LSB) 001 <i>Emily Beck, Sr. Student Records Coordinator</i></p> <p>11:00 – 12:00 Intro to Syracuse University Project Advance Blackboard Organization HBC 311A <i>Kennia Delafe, Course Admin</i></p> <ul style="list-style-type: none"> • Accessing to the BB Languages organization • Exploring course materials • Uploading and downloading materials • Finding the course syllabus
Lunch	<p>Group Lunch? Where?</p>
Afternoon Session	<p>1:00 – 2:15 Developing a Syllabus for your SUPA French 201 SU Course HBC340E <i>Christa Wirth, French Instructor and Liaison</i></p> <p>Below are common questions/statements to help us through the discussion. Feel free to bring your own.</p> <ul style="list-style-type: none"> • Pros and cons of the SU FRE201 syllabus • What to include and what to not include in your course syllabus • Is the calendar part of the syllabus? • Where your syllabus is flexible and where it is not • Seals, such as biliteracy and the school's, can they be included? • When does the syllabus needs to be ready and who should be getting it? Other scenarios where I will need to share my syllabus? • What happens if the syllabus is not ready for my students? • Can I give a version of this long syllabus to my students? <p>Others?</p>

	<p>2:30-3:30 Lesson Planning for the SU French 201 course discussion <i>Christa Wirth, French Instructor and Liaison</i></p> <ul style="list-style-type: none"> - From reading Imaginez, pg 2-39, what ideas to prepare lesson plans using this material would you want to share? - What other materials would you include to assist your planning and how would you relate it to given course material? <p>HW: Draft a lesson plan for in classroom teaching for one of the following topics: Spelling Change Verbs (L1), Passé Compose vs Imparfait (L3). Come prepared to discuss the rationale for each part of your lesson.</p>
Evening Session	<p>4:00 SUPA-Wide BBQ Schine Student Center, Panasci Lounge 200 Waverly Ave., Syracuse, NY 13210</p>

Wednesday July 20

Morning Sessions	<p>8:30- 9:45 Lesson Plans Discussion HBC340E <i>Christa Wirth, French Instructor and Liaison</i></p> <p>10:00- 11:30 Authentic Assessment: Implementing communicative assessment HBC 311A <i>Kathryn Clinton</i></p> <p>11:30-12:00 workshop info applications to the French course discussion <i>Christa Wirth, French Instructor and Liaison</i></p>
Lunch	Lunch On Your Own
Afternoon session	<p>1:00 – 2:30 Designing and Evaluating Literature Assignments HBC 311A <i>Dr. Gerardo Cummings</i></p> <p>2:45 – 3:30 Syllabus Planning Q&A HBC340E <i>Christa Wirth, French Instructor and Liaison</i></p> <p>Homework: Start planning for the first month of the syllabus. Have it ready to share and discuss tomorrow. Start planning your 15-20 min segment of a lesson that you will do for your microteaching</p>
Evening Session	<p>4:00 – 5:15 College Learning Strategies: Thriving Beyond the Pandemic ZOOM Workshop (Link: TBA) <i>Janice Nieroda-Madden Ph.D. Assistant Teaching Professor Reading and Language Arts</i></p>

Thursday July 21

Morning Sessions	<p>9:00 – 10:30 Vista Higher Learning Platform for the FRE201 course HBC340E <i>Christa Wirth, French Instructor and Liaison</i></p> <p>10:45- 12:00 SUPA Administrative Discussion HBC 311A Kennia Delafe, SUPA Assistant Director, Course Admin SUPA partnership, classroom visits, teacher certification, and more.</p>
Lunch	Lunch On Your Own
Afternoon Session	<p>1:00 – 4:00 <i>Independent work for Syllabus drafting and Microteaching preparation</i></p>

Friday July 22

Morning Sessions	<p>9:00 – 10:30 Microteaching Demo/ Syllabus Q&A HBC340E <i>SUPA candidate instructors and Christa Wirth</i></p> <p>10:45-12:00 Syllabus for the New academic Year 2021-2022 Discussion HBC 311A <i>Elizabeth Juárez-Cummings, Spanish Professor and SUPA Liaison</i> <i>Christa Wirth, French Instructor and SUPA Liaison</i> <i>Kennia Delafe, Course administrator</i></p> <ul style="list-style-type: none">● Final Syllabus draft Q&A● What to do next?<ul style="list-style-type: none">○ Final Syllabus draft due date for approval○ Final Syllabus due date for the course and students○ Proposal Checklist○ Communication standards● Summer Institute Closings● Summer Institute Evaluation Survey● Last-minute Q&As <p>Adjourn</p>
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FOLLOW UP ASSIGNMENTS AND DUE DATES:

- All participants must complete and submit:
 - Certification Proposal Statement (outlined below) by **the end of the last day of the Summer Institute week (July 22, 2022)**.
 - Course Syllabus outline by **the end of the last day of the Summer Institute week (July 22, 2022)**.
 - Completed FRE201 course Syllabus with a calendar of activities for the academic year must be submitted for approval by **Friday July 29, 2022**.
 - Electronic copies of these documents must be sent to Kennia Delafe (kdelafe@syr.edu) for SU Adjunct Certification approval.
 - Certification to become SU Adjunct instructor must be completed by **July 29, 2022**.
 - No class will be assigned prior Certification.
 - Summer Institute participation certificate does not fulfil SU adjunct teaching certification requirements.
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Proposal Statement Outline (preliminary)

Think of this as a series of questions to answer in this general order.

1. Course philosophy and expectations
 - a. what do you expect your students to learn in specific, and in terms of general outlook?
2. With respect to the above, what is the...
 - a. general demographic expected in French 201 course?
 - b. expected class size and number of sections (20 students max)
3. Will you have teaching assistants or partner instructors, and will this impact the way you teach the class and make the schedule?
4. In case of emergencies, will the school provide a certified backup to carry on your course? What will be the proposed contingency plan?
5. Do you have permission/resources available to schedule field trips, excursions, or visits to local or regional sites that may help with instruction or course outcome?
6. Do you anticipate factors that may impact your class structure, expectations, and desired outcomes? If so, please explain.

Overall course guidance:

For all courses to be certified as a Syracuse University Project Advance Course and to be able to open course sections, **an approved syllabus for the full academic year must be on file in the Project Advance office by August 27th**. Please follow the due dates guidelines from above to guarantee course sessions are opened on time.

For Teachers to be certified as Syracuse University Instructors, teachers must maintain SU Instructor certification by adhering to the given certification standards provided on the Instructors guide, actively participating in professional development provided by the course administrator and course Faculty, maintaining direct communication with Course Administrator in case of needs and emergencies, and being a Syracuse University representative for students, parents, and High School administrators and staff. Failure of doing so, the indicated course will not be offered as a Syracuse University course, and it will be contingent until complying with the requirements.

If you have questions or concerns, please feel free to contact your course administrator Kennia Delafe kdelafe@syr.edu.

Additional Online Resources:

Getting ready to teach Syracuse University courses? Visit the following course preparation resources:

Rapid Online Course Development Guide:

<https://answers.syr.edu/display/AC/Rapid+Online+Course+Development+Guide>

Learning objectives Guidance Documents:

<https://universitysenate.syr.edu/committees/curricula/courses-procedures-and-forms/learning-objectives/learning-objective-guidance-documents/>

Rubric Library:

<https://effectiveness.syr.edu/assessment/assessment-resources/rubric-library/>

Classroom Assessment Techniques:

<http://www.ncicdp.org/documents/Assessment%20Strategies.pdf>

Alternatives to traditional Exams:

<https://answers.syr.edu/display/AC/Alternatives+to+Traditional+Exams>

Academic Integrity Resources:

<https://class.syr.edu/academic-integrity/>

Summer Online Course Checklist (A guide that can be adopted to any course development)

<https://answers.syr.edu/display/AC/Summer+Online+Course+Checklist>

Aligning your course to Any Format:

<https://answers.syr.edu/display/AC/Align+Your+Course+for+Any+Format>