SOU French Summer Language Institute Session II Summer 2018

FL 516: A Culinary Approach to Teaching French Language and Culture

Professor **Dr. Paula Garrett-Rucks/** **(Mme Garrett)**	Meetings 16h00-15h50	Office Hours **By appointment ☺**
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Required materials: Free electronic readings will be posted on the course management system (Moodle) or sent via email to all students prior to the beginning of the session.

COURSE DESCRIPTION & GOALS

This course will bridge teaching theories and practices by exploring the possibilities that the food and gastronomy of the Francophone world offer a beginning French language classroom. Specifically, students in this course will develop instructional materials and practices to foster beginning language learners' language proficiency and intercultural communicative competence (language skills and intercultural sensitivity) by investigating, explaining, and reflecting on diverse perspectives about food (products and practices) from the cultures studied and their own while using the target language.

Coursework will be built around information from FR528 Fr 528- A Table Citoyens ! Gastronomie, culture et identité, and additional readings and discussions on food, such as: (1) Food and eating practices across la Francophonie; (2) The relationship between the environment and eating practices and products; (3) The evolution of culinary sciences in France; and (4) Globalization and changing dietary trends. Each topic will result in the design of a wide array of practical activities and performance assessments for beginning language learners to demonstrate their language gains and critical cultural reflection within common thematic units for introductory French instruction.

Course Objectives: This course is primarily intended for K-12 French teachers to develop:

1. A repertoire of student-centered classroom activities to scaffold student communication about food across the francophone world in the three modes of communication.
2. An ability to create and apply Can-Do statements to assess learners' ability to use the language in relation to classroom activities about food.
3. A greater understanding of how to foster learners' intercultural communicative competence and their own with the instructional possibilities of food.

Course Policies: Missed work cannot be made up. It is assumed that you will attend class and participate actively. Students are expected to prepare all assignments and complete all readings before coming to class. Given the nature of the Summer Language Institute and brevity of the course, any absence will result in a major loss of course content and will negatively impact your participation and attendance grade. **Most readings and resources will be in English, with course discussion in French and English.**

Course Components:

READINGS: The reading material for this course will be provided you in a **free** electronic format on Moodle or on the Internet. However, additional articles may be assigned for each topic that we address in this course.

ANALYSIS OF TEACHING: Preparing to Teach. Over the three weeks, you will be analyzing and creating instructional materials to use in your French course and sharing resources among your classmates.

GROUP TEACHING and MINI-LESSON DEMO: In addition to short teaching demonstrations throughout the session in which you put into practice one specific strategy from the readings or learned in class (assessed in the writing assignment category), you will also conduct class lessons with a small group and prepare and present mini-lesson demonstrations from your Analysis of Teaching in the target language to the class, based on content from Fr 528- A Table Citoyens ! Gastronomie, culture et identité

GRADE BREAKDOWN:	Analysis of Teaching (includes Summary Portfolio)	30%
	(Online) Discussions	20%
	Mini-lesson demos	30%
	Attendance and Participation	20%

Scale: A = 100-93 (4.00); A- = 92-90 (3.70); B+ = 89-87 (3.30); B = 86-83 (3.00); B- = 82- 80 (2.70); C+ = 79-77 (2.30); C = 76-73 (2.00); C- = 72-70 (1.70); D = 69-60 (1.00); F = below 60 (0.00).

Participation: Always prepare for the in-class activities and discussion indicated in your syllabus. Optimal participation includes–but it is not limited to— willingness to participate, cooperation to group work, and respect towards the class and your peers.

A	**10-9**	always participates
B	**(8.9-8)**	almost always participates
C	**(7.9-7)**	participates occasionally
D	**(6.9-6)**	participates when called upon only
F	**(5.9-0)**	does not participate

MAKE-UPS: All tests and graded assignments must be taken on the date indicated on the syllabus or as announced in class. **There will be no make-ups of tests or other assignments** unless the student presents official documentation of some extraordinary circumstance, and the instructor accepts it as a legitimate excuse. You are not automatically entitled to a make-up if you are absent.

CLASSROOM BEHAVIOR: Do not arrive late. If you need to depart early, do so quietly after having cleared it with the professor at the beginning of the class session. **Cellular phones must be turned off and stored in your bag.**

Student-Instructor Communication: Students are encouraged to keep regular and constant communication with their instructors. The best time to talk to your instructor is during office hours, or after the class. If you cannot visit your instructor during these hours, make an appointment at a different time of mutual convenience. You may also use email communication. If things are not coming together, even after devoting

the necessary time, or if you have concerns about the class and/or grade, always talk to your instructor for advice first, and **do it immediately**. Do not wait until late(r) in the session to address your concerns.

Schedule of Activities: The course calendar below provides a general plan for the course; deviations may be necessary.

Session	***Date***	***In-class Discussion/ Activities***	***Readings (to do before class)***	***Assignments due before class***
Première semaine : L'évolution et le développement de la gastronomie contemporaine				
1 Monday	*July 16*	*Introduction to the course -Defining Meaningful Cultural Instruction -Assign groups*	*Readings 1:*	
2 Wednesday	*July 18*	*-Intercultural Communicative Competence - Kinesthetic Materials for interpersonal tasks*	*Readings 2:*	**1. Analysis of Teaching 1 2. Online Discussion 1**
3 Friday	***July 20***	***No class meeting***		**1. Analysis of Teaching 2 2. Online Discussion 2**
Semaine 2 : La Gastronomie au quotidien				
4 Monday	*July 23*	*- Digital Materials Part 1 Group A: Presentation on materials*	*Reading 3:*	**1. Analysis of Teaching 3 2. Online Discussion 3**
5 Wednesday	*July 25*	*--Digital Materials Part 2 Interpretive Tasks Group B: Presentation on materials*	*Reading 4:*	**1. Analysis of Teaching 4 2. Online Discussion 4**
6 Friday	*July 27*	*Presentational Tasks Group C: Presentation on materials*		
Troisième semaine : La Haute Cuisine et la cuisine régionale				
7 Monday	*July 30*	*--Integrated Performance Assessments Group B Presents*	*Reading 5*	**1. Analysis of Teaching 5 2. Online Discussion 5**

8 Wednesday	*August 1*	*Developing reading skills Groups A * C present*	*Reading 6*	**1. Analysis of Teaching 6 2. Online Discussion 6**
9 Friday	*August 3*	*--Final Presentations on Portfolio summaries*		**Portfolio Summary write up**