**Teaching Statement**

….. These principles also inform my teaching objectives: to develop advanced speaking, reading, and writing skills in students and help them achieve a high level of proficiency in French; to train skilled and inquiring intercultural learners and critical thinkers; to help students identify how learning French **and studying literary works** may serve their sense of purpose, their values, and their commitment to lifelong learning, extending even beyond their career objectives.

…. **Central to my multilayered approach to Micone’s text is my provision of a wide array of assignments, many of which build in several options, thus supporting student choice.**

….

**For me, inclusion also means involving students in tangible ways right from the beginning of the semester in the improvement of the syllabus, building upon the practices that have long been in place at the University of Quebec in Montreal (UQAM). During my doctoral studies at this institution, I had the opportunity to design a lecture-based course that served as an introduction to world literature and in which many students were first generation students, and / or students who had previously dropped out of college. At the UQAM, the syllabus is subject to the vote of students enrolled in the class: the number and type(s) of evaluations, the deadlines, and the percentage weight of each assignment are all subject to discussion and must be approved by a majority of student during the two first weeks of the semester. At UQAM, I decided to take the vote on the second week of class instead of the first one; this has allowed me to survey students about their ideas on how to make an evening class from 6-9 pm more appealing to them, students who at times worked nearly full-time outside their academic commitments. On the basis of their comments, I was able to reflect on and adapt my syllabus choices. I subsequently suggested to reduce the percentage weight I had previously given to the two main written assignments of the semester, giving, in turn, more weight to the participation mark; a suggestion that was very much welcome by students. To measure participation, following a junior student’s advice, I chose to include in my large lecture-based course a greater number of low stakes assignments in pairs in order to measure students’ comprehension of the readings, instead of having students jump right into a large-group discussion. This strategy provided many of my students from underrepresented groups with the necessary confidence to speak up more frequently in subsequent large-group discussions. Students also had the opportunity to have their work reviewed by their peers in an informal way in class by submitting, for example, the detailed outline of papers they would later submit. If I had to teach this class again, I would include an even greater number of peer-review assignments; indeed, I have come to realize over time that such assignments not only enhance the confidence of students from marginalized groups, but that they also contribute to building a real sense of trust between students and instructor – since such assignments directly testify to the instructor’s willingness to foster student success.**

**More broadly, my teaching experience with students from underrepresented backgrounds at the UQÀM has convinced me of the value of activities that allow students to tie core concepts of the course to their own literary or cultural references; that make of them, rather than I, the producers of examples. This, in turn, allows me to better understand students’ interests, and to make my teaching as relevant as possible to each student’s aspirations, which remains one of my major teaching objectives.**

…

**My intermediate class FRENCH 290, which I am teaching for the fifth time this fall at the University of Michigan, engages in a unique activity based on exploring the various accents found in the French-speaking world that allows me to gain a real sense of my students’ individual goals in relation to French.** After introducing the subject by asking students what they know about various accents of French speakers around the world, I give an overview of the accent “zones” in metropolitan France and a general picture of the creolized influences on overseas French. I then provide students with a digital “carte des accents” (<https://www.cite-sciences.fr/au-programme/expos-temporaires/la-voix/exposition-la-voix-jeux.php#view>) and play a game with them in which they try to identify where recorded French speakers are from on a world map by their accent. While this is a challenging activity for intermediate level students, it is generally very-well received and helps them to reflect critically, in subsequent small group discussion activities, on the factors which may influence the evolution of languages and accents. **It also, importantly, allows them to reflect upon discrimination through language use in general, a form of discrimination which I believe is often overlooked in contemporary diversity, equality, and inclusion policies in both North America and Europe. As a Québécoise, I am of course particularly mindful of this form of discrimination which, up until my parents’ generation, has very clearly affected French Canadians’ socio-economic status and access to higher education; but I am also particularly aware of this type of discrimination which has directly affected me when I taught in Europe as a non-European native speaker of French.**

**….**

**Conclusion of the statement:**

**Courses that are adaptable, supportive, and that are simultaneously mindful of students’ own experiences and committed to the development of skills allowing them to thrive in intergroup contexts: that’s what I strive to create.**