

# **Professional Development Portfolio**

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Lead for the Graduate Teacher Program to  
The Department of French & Italian  
University of Colorado at Boulder

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## **Introduction:**

The purpose of this portfolio is to show evidence the professional development I pursued through my work as Lead for the Graduate Teacher Program to the Department of French and Italian during the final two years of my doctoral studies, 2015-2017. The Lead Network consists of graduate teachers from each academic department who serve as liaison between their program and the Graduate Teacher Program. Lead training and responsibilities aim to assist the professional development of each lead in five areas: academic management, consulting on teaching skills, academic leadership, college pedagogy, and collegial teamwork and project management. This professional portfolio explains my personal experience as Lead in these five categories. The appendices then offer supporting documents to supplement the narrative.

## **A – Academic management**

Serving two years as a Lead for the GTP required a demanding focus on academic management that led to a dramatic improvement in macro- organization and long-term planning of my professional and academic life. To focus on two specific examples, the processes of formulating a Lead plan and of providing in-department support (through workshops and assistance to individual teachers) most impacted my understanding and practice of good academic management. As the position involves serving as liaison between the GTP and my home department, this breakdown demonstrates both sides of the relationship, mine with the GTP and mine with the Department of French and Italian, as I strive to fulfill the needs and requirements of both.

Formulation and approval of a Lead plan for each year constitutes the summation of my responsibilities to the GTP, and this process evolved my organizational skills on the macro level. While satisfying the demands of Lead work, departmental service, teaching, and dissertation completion seems daunting, the designated structure of the Lead plans provided a system by which the other pieces of academic life could also be organized. Life-long careers as students prepare graduate students to fulfill externally-imposed goals, but the Lead plan forces the shift to self-established goals that is necessary to succeed professionally in academia. The strengths I acquired by setting goals and timelines for an entire year have carried over from my GTP work to the dissertation and job search. The Lead plan requires forethought and macro-organization that may seem overwhelming, but is far less so when put into place. As such, this experience was instrumental in developing skills to manage a variety of demanding responsibilities without becoming overwhelmed.

While the Lead plan helped my personal organization, work within my department focused those skills outwardly. This presents a different challenge as I aim to fulfill needs within the department; this requires coordination with other members of the department, both in formulating a plan and in scheduling one. To organize my discipline-specific workshops, candid discussion with the language coordinators provided examples of needs that I could fill and led to giving two workshops on communicative activities. Through discussions with grads, I learned of shared needs from our side, and thus have workshops on creating content courses and on establishing collaborative writing plans. My role as liaison between the GTP and my department also included managerial development as I improved on methods of communication for workshops, certifications, site visits, and Lead responsibilities. This role has led to the assumption of an informal mentorship role as fellow grads come to me for advice about teaching portfolios, publication, attending/submitting to conferences, the job market, dissertations, and many other subjects beyond the teaching support my job is structured to provide.

The Lead experience has greatly improved my management skills, both of myself and of my peers within the French department. The structure provided by the program enabled me to take on more responsibilities successfully as I learned to organize responsibilities in relation to my professional life and those of others in my department.

## **B – Consultation on Teaching Skills**

A major part of my role as Lead involves consultations on teaching skills, both within and beyond my home department. This includes running consultative microteaching sessions during new graduate student orientation week with graduate students from different language departments and completing non-evaluative videotape consultations with all French graduate students in their first semester of teaching. Both of these types of consultations are designed to encourage graduate teachers to develop the habit of self-reflection on their own teaching. Consultations proved at least as valuable to my own professional development as they were for those who requested the consults. From the consultative process, I learned about feedback and probing strategies, varied pedagogy, and inclusive teaching to counter implicit biases. Facilitating these types of non-evaluative peer consultations benefited me directly in two distinct ways: (1) learning new approaches to self-assessment of my teaching and (2) developing questioning skills that lead others to probe deeper into their own thinking (a skill that has improved my feedback/questioning practices in my own classroom).

As fellow teachers in a department are part of their own learning community, each benefits from observing the others teach. Watching experienced professors informs my own teaching and sparks new ideas for my own classes, and attending my graduate colleagues' classes does the same. Each has a unique style, pedagogical instincts, and activity ideas, so while my consultation job is meant to be purely observational, I benefit personally by seeing other graduate teachers in action. In addition to witnessing new strategies and approaches, the consultation process itself provides even more exposure to effective uses of Kolb. In particular, I enjoy consulting with teachers who are high on my weakest pole (concrete experience) because their strengths in the classroom encourage my own development in that area.

The non-evaluative aspect of the consultation process encouraged the development of questioning and probing tactics intending to lead the consultee to dig deeper into their own thinking process and pedagogical approaches. To them, I described my role in the process as holding up a mirror through which they assessed their own teaching. Repeating the process with so many different teachers honed these skills to a new level, both in terms of consultations and questioning practices in my own classroom. The experience further expanded my understand of the value of collaboration in academe; as with the seemingly-solitary act of writing, teaching benefits from collegial cooperation so that colleagues learn from each other through such non-evaluative practices. This form of consultation similarly informed my feedback skills in the classroom, so an added benefit has been learning how to ask more probing questions so that students find their own way to the answers. As this practice is aligned with my teaching philosophy by which learners feel invested in their own learning community, this secondary effect of consultations has been more than welcome.

To use a specific example of the double benefits of consultation, the second VTC template on intersectional analysis has been particularly informative for both myself and the teacher. Even though my class was too large for this format for my own second VTC, the consultation process has made me re-conceive of my classroom's space and my own interactions with students. While the teachers I have consulted with in this format have discovered new things about themselves, I have too through the

process. The resources I pass along to them also become resources for me, and I have particularly benefited from papers on implicit bias (so that I continually strive to be more aware of my own) and developing feedback practices (so both my classroom and consultation feedback continues to improve). In all, the consultation process has clear mutual benefits for both me and my colleague, and each represents a direct benefit to my professional development rather than a simple task to be done.

(See appendix B for VTCs conducted)

### **C – Academic Leadership**

Through my experience as Lead, I not only acquired skills that improve my own pedagogy, but I learned much about the role of leadership among peers, in particular the importance of leading by example. By demonstrating my own investment in and commitment to research, pedagogy, and professional development, I encouraged others to do the same, both implicitly and explicitly. To my mind, leadership as Lead took two distinct forms: (1) training new colleagues (within the department and the Lead Network) through consultations and (2) providing workshops on pedagogy and professional development.

As part of the Lead position, I work alongside the language coordinators to train new graduate teachers in the department as well as provide continued support for experienced and returning graduate teachers. This includes the consultations discussed above as well as providing support for other pedagogical or departmental questions for fellow graduate teachers. As the new teachers often came to observe my classes as part of their pedagogical training, I learned to better articulate my own teaching philosophy and approaches. During my second year as Lead, this responsibility also includes training the new incoming Leads in the GTP's methods for consultative microteaching and videotape consultations that they perform with the graduate teachers in their own departments.

As Lead, I conducted discipline-specific workshops within my department as well as leading workshops as part of the GTP teaching workshops series for graduate teachers from departments all across campus. I have led three discipline-specific workshops for instructors in the French and Italian Department, one on creating effective communicative activities (given twice because of its success and need) and one on designing and teaching content courses for the first time. On April 21, 2017, I will be giving a final workshop on creating a professional website in which graduate teachers from French/Italian and Spanish/Portuguese will participate in collaborative activities so that each will have the beginnings of a website by the end of the workshop. I also led a workshop in the Teaching Strategies series for the GTP on using phone and tablet gaming technology in the classroom. By choosing and organizing these workshops, I gave myself the opportunity to explore deeper teaching approaches from a new perspective. Due to the positive response, the workshops are also posted on my website ([jessicajappleby.com](http://jessicajappleby.com)) so that those who could not attend the workshops also have access to the material.

In an attempt to foster collegiality and teamwork among the graduate students in our department, I organized my legacy project around collaborative writing strategies. During an introductory workshop, attendees formed groups or pairs and developed writing plans for which they will hold each other accountable. I have continued to check in with groups throughout the year. I have developed a collection of resources and worksheets that are now maintained on a shared Google Drive so that the program will continue after my graduation in May. As we will remain colleagues in our fields for our careers, it is essential to invest in each other's research now. The personal value of incorporating teamwork into tasks

that are normally considered solitary (such as article and dissertation writing) leads to increased productivity and decreased stress and isolation. As this fills such a need in the department, I implemented this program as a legacy project so that future cohorts can develop the habit of collaborative writing as well.

(see appendix C for workshop presentations and legacy project documents)

## **D – College Pedagogy**

Attending well over a hundred hours of pedagogy courses, GTP and department workshops, pedagogy conferences, and professional development days has greatly informed my understanding of pedagogical approaches. The Lead role demands a level of engagement with pedagogical methods and paradigms that maximizes understanding and implementation of such practices, particularly through giving workshops and consultations/microteaching. Therefore, this section focuses specifically on areas I have sought to improve through my work as Lead. Below is only a few examples of many, but I have chosen to focus on teacher-/student-centered classrooms (which the Kolb Learning Styles Inventory and Bloom's Taxonomy greatly inform for me) and alternative assessments as these are the two areas in which I feel most energized by the possibilities.

Through implementation of Kolb and Bloom's in addition to observations of my own classrooms, I have become aware of a discrepancy between my teaching of language and content courses. The variety of learning objectives to be accomplished in language courses leads naturally to the incorporation of activities at all the Kolb poles (though I have had to work to break out of teaching in my own learning order, something I learned from my own VTCs). However, in teaching literature classes, I learned my natural method is a mix of micro lecture and Socratic discussion, but I try to break out of this habit to create a more student-centered classroom. This is a challenge for me, and an area where I am actively striving to improve by doing things like flipping my classroom on certain days (see link to flipped lecture), which again comes more naturally in my language instruction than literature. Conversely, Bloom's taxonomy has provided a structure for pre-loading discussion questions for each night's reading assignment in literature classes. In FA2016, I implemented an informal Teaching-as-Research project to compare discussion success (as measured by response time and respondent diversity) by pre-loading discussion questions structured by Bloom's in my medieval literature, to determine improvement over the past two semesters. Results were more than encouraging as approximately 30/40 students regularly spoke in class compared to 10/40 in previous semesters.

The most exciting pedagogical method I learned about through my interactions with the Lead network is alternative assessment. This has been immediately applicable to great success in my literature class that I had previously designed using an alternative approach to literary studies. In this class, the use of contemporary pop culture to encourage engagement with medieval literature and comprehension of the societal norms and rituals of the period naturally lends itself to alternative forms of assessment. As students struggle to acclimatize to medieval language and syntax (even though the texts are translated into modern English), I assign a diary in which they must recount the routine tasks of their day in the style of Beowulf, using kennings, hyperbole, and heroic style. Later in the semester, they assume the role of Dante, placing contemporary and historical figures into hell with fitting punishments in the same way the Italian poet did. By culminating the semester in a creative writing story, I can assess students' understanding of medieval tropes, use of heroic language, rituals of courtly love, and the monomyth all through an assignment that is collaborative (as they edit and share ideas) and enjoyable (both for them as

they write and me as I grade). Through continued exchanges of ideas with others in the Lead network and the research past interactions have inspired me to undertake, this is an area in which I see much more potential for application to my classroom.

While effort remains to create a more student-centered classroom, my experience as Lead has already increased my teaching effectiveness and given me a clear direction in which I aim to grow. Consultations, workshops, observations, Lead training, and Lead network interactions have all informed my awareness of pedagogy and will continue to do so through the coming year.

(See appendix D for examples of coursework developed because of GTP work)

## **E – Collegial Teamwork and Project Management**

Participation in the Lead network has informed my perceptions of teamwork in an academic setting in two primary ways. First, different interdisciplinary teams of Leads each year of the position demonstrated the importance of interdisciplinary work, through first a negative example and then a positive. Second, implementing collaborative writing plans among the graduate students in my department (inspired by the summer workshop series on publication) demonstrated the value of collegiality and shared investment in personal research to the collegial atmosphere of a department.

The organization of Leads into interdisciplinary teams first and foremost enhanced my overall experience at the university by fostering connections with members of other departments. As academic departments can easily become insular, such collaboration improves morale and expands the learning community across campus. Working with colleagues from wildly different disciplines has given me new perspectives on my own research methods and writing practices that have improved my quality as a candidate. My first interdisciplinary team exposed me to the challenges of working with people from other departments whose senses of investment in the shared project varied drastically. Though overall a negative experience, I learned important strategies for managing interpersonal relationships and how to avoid assuming the entire burden of work when other group members neglect their own responsibilities. Fortunately, my second interdisciplinary team affords me the opportunity to experience an ideally-functioning team in which each member is invested in the work of the others as well as their own. Each member shares their individual department experiences and the shared group experience as returning Leads to improve the work of all. While the first experience was frustrating at the time, the juxtaposition of both interdisciplinary teams taught me even more about the importance of effective and motivated collaboration between colleagues from a range of disciplines.

A part of the GTP collaboration, I participated in a publication workshop series through which I discovered the importance of working with others even in a task that seems solitary, like preparing an article for publication. Wanting to share this with my colleagues in the French Department, I subsequently held a workshop to implement collaborative strategies among our grad students. A primary goal of the workshop was to stress the importance of breaking down the isolation and pressure to appear perfect by making the writing process transparent and collaborative. Over half the grads in the department attended (from first year MAs to some finishing their dissertations), all of whom communicated how reassuring it was to air our individual writing processes. We all see each other as so accomplished and intelligent, so it is productive and normalizing to share struggles with others. Another goal of my workshop was to share writing tips to spur productivity. Finally, the workshop provided a structured context for creating writing

plans in groups or pairs, so that everyone left with a concrete plan to achieve their semester writing goals and a schedule for checking in with one or two of their colleagues.

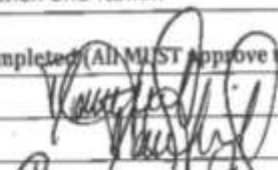



Even more important than the plan was the fact that each student is now actively invested in the work of at least one other person, and in turn, that person is invested in theirs. Structuring this workshop as not a single event, but as a legacy project to establish a new habit of collaboration plays to the strengths of our department where active collaboration for teaching is already the norm. Turning to this type of teamwork made demonstrated just how much academic careers are tied to the future careers of fellow graduate students; staying in communication and being aware of each other's research will only enrich our academic lives as we continue to interact through conferences, visiting talks, inter-institutional projects or committees, etc. By attending the same doctoral program, we unknowingly enter into a community connection that will remain in place throughout our careers, so it only makes sense to optimize this sense of a learning community while we are students. As my legacy project, I hope that this tradition of shared investment in each other's research and success continues to thrive in our already exceptionally collegial department.



## Appendices

### Appendix A – Academic Management

AY 2015-16 Lead Plan

Lead Graduate Teacher Training Manual 2015 Graduate Teacher Program		
<b>F.2. Lead Plan</b>		
<b>Lead Academic Management Plan</b>		
Name	Jessica J Appleby	
Department	French and Italian	
Lead Plan meetings planned or completed (All MUST approve the plan and sign or send an email):		
Lead Coordinator Signature		Date: 6/20/15
Lead Coordinator Signature		Date: 7/21/15
Faculty Mentor Signature		Date: 7-2-2015
Department Chair Signature		Date: 7/7/2015
Graduate Advisor Signature		Date:
TA Supervisor Signature (if applicable)		Date:
<b>Department Statistics:</b>		
<i>For this information, please contact your Program Assistant</i>	<b># New</b>	<b># Total</b>
# of Teaching Assistants	2	3
# of Graduate Part-Time Instructors	2 (or 4)	9 (or 11)
# of Research Assistants	2	2
# of Graduate Students in the Department	4 (2BAMA)	19 (+BAMA)
1. Does your department have a teaching methodology or pedagogy course? If so, please consider it as you construct your Lead Plan, and bring a syllabus and other relevant materials to your Lead Plan meetings.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
2. Please select the certificate program in which your department's graduate students are most interested.	<input checked="" type="radio"/> Certificate in College Teaching	<input type="radio"/> Professional Development Certificates
3. Please list three goals you have for your lead work this year. Also, list a fourth goal that identifies a personal and professional skill that you want to develop as a lead. Goals are strategic, broad, and aligned with the mission of the program. Do not list your objectives here, rather list them as activities in your plan. Please limit each goal to 10 words maximum.		
Goal 1:		
To support new TA's improved instruction.		
Goal 2:		
To make a contribution around teaching in my department.		
Goal 3:		
To support seasoned GPTI's in teaching content courses.		
Goal 4:		
To develop my understanding of student-centered classroom pedagogies.		

## Lead Graduate Teacher Training Manual 2015 Graduate Teacher Program

## Activities and Time Line for the Year

Directions: Carefully read this plan. The activities listed in *italics* are required. Using **BOLD FACE FONT** fill in blank rows and insert extra rows to add additional activities that you have chosen to pursue. Pay careful attention to time management: each consultation will take you 4-5 hours. Limit your plan to what you can actually accomplish within the required time limitations. Make sure to keep any personal commitments (travel, exams, etc.) in mind as you plan. You may need to make adjustments throughout the year. Meet with a lead coordinator and your faculty mentor over the summer to negotiate and clarify your plan. Prior to the Spring semester, mark all work completed, reassess and correct your goals and plan, and email an updated Lead Plan to the lead coordinators at [gtpLEADS@colorado.edu](mailto:gtpLEADS@colorado.edu).

Date	Pre-Fall Activities ( <i>Activities in ITALICS are required.</i> )	In Progress	Completed
3/2015	<i>Meeting with outgoing lead</i>		X
May 11-14, 2015	<i>May Lead Seminar in Academic Management, Leadership, Pedagogy, Consultation, and Teamwork</i>		X
6/9/2015	<i>Research Team meeting</i>		X
Summer 6/4	<i>First meeting with lead coordinator to go over rough draft of lead plan</i>		X
7/21/15	<i>Second meeting with lead coordinator to go over lead plan</i>		X
5/28/15	<i>Meet with faculty mentor to discuss Lead Plan</i>		X
7/21/15	<i>Discuss Lead Plan with lead coordinator before submitting revised version for GTP director's approval</i>		X
6/3→7/14	<i>Promote GTP summer workshops. Schedules are posted on web site.</i>	X	X
August	<i>Send out welcome letter to ALL graduate students in your department</i>		X
	<i>Promote Fall Intensive &amp; International IGT Cultural Intensive</i>		X
10/6/15	<i>Lead Network meeting</i>		X

Lead Graduate Teacher Training Manual 2015 Graduate Teacher Program			
Date	Fall Activities ( <i>italics=required</i> )	In Progress	Completed
August	<i>Present on GTP to students at departmental orientation using the GTP website</i>		X
August 19-21, 2015 8AM-5PM	<i>Fall Intensive (Please attend some workshops yourself, encourage new TAs to attend some beginning workshops that do not conflict with departmental training, and encourage returning TAs and GTPIs to attend some workshops for advanced graduate teachers.)</i>		X
August 20, 2015 6:30-9:30	<i>Attend "Best Should Teach" event and receive your BST Silver Award. Bring along your faculty mentor.</i>		X
	<i>Attend a departmental faculty meeting, introduce yourself as a lead, show them the GTP web site and explain value of the program</i>	(I teach at same time as faculty meetings.)	
Through-out semester	<i>Promote GTP workshops (email, flyers, posters in department)</i>	X	X
9/3/15	<i>Office visit in your office or department with lead coordinator</i>		X
10/29, 11/5, 11/12, 11/18, 12/2	<i>Team meeting to plan for Spring Team activity – remember to include lead coordinators in emails</i>	X	X
10/16/15	<i>Create and facilitate a discipline-specific workshop</i> <b>Communicative activity workshop (required for new TAs, GTPIs)</b>	X	X
10/22/15	<i>Discipline-specific workshop with ABDs on Creating Content Courses</i>	X	X
10/1/15	<i>1<sup>st</sup> VTC with Elizabeth Marasco (FRIT)</i>	X	X
10/6/15	<i>1<sup>st</sup> VTC with Sarah Duris (FRIT)</i>	X	X
10/8/15	<i>1<sup>st</sup> VTC with Olga Vasile (FRIT)</i>	X	X
12/2/15	<i>1<sup>st</sup> VTC with Stephen Williams (FRIT)</i>	X	X
12/4/15	<i>Lead Network small-group meetings to provide feedback on Fall progress</i>	X	X
12/9/15	<i>My first VTC with Valentina</i>	X	X

## Lead Graduate Teacher Training Manual 2015 Graduate Teacher Program

Date	Spring Activities ( <i>italics=required</i> )	In progress	Completed
January	<i>Send out a new welcome back letter to all graduate students in your department. Revise to cover Spring Semester activities in GTP &amp; department</i>		X
	<i>Submit updated Spring Lead Plan to lead coordinators</i>		X
January 7-8, 2016 8AM-4PM	<i>Spring Conference (attend some workshops and bring TAs)</i>		Lead discussion group Fri X
Through-out semester	<i>Promote GTP workshops (email, flyers, posters in department)</i>	X	X
Feb 8, 2016	<b>GTP Monday workshop – Using App-Based Games in the Classroom (Kahoot and Goosechase)</b>		X
Feb 9, 2016	<b>2<sup>nd</sup> VTC for Jennifer Dowdy</b>		X
March 30, 2016	<b>2<sup>nd</sup> VTC for Elizabeth Marasco</b>		X
April 1, 2016 3PM-5PM	<i>Lead Capstone Poster Event: attend, take care of team responsibilities</i>	X	X
Saturday, March 12, 2016	<i>Attend COPFFN Forum (attend and bring TAs) Faculty from other colleges &amp; universities talk about faculty work and expectations in their institutions.</i>		X
April 12, 2016	<i>Lead Network small-group meeting to provide feedback</i>		X
	<i>Complete end-of-year report- update Lead Plan and answer End-of-term questions (see below)</i>	X	X
	<i>Complete end-of-year online evaluation</i>		X
	Your end of semester report includes this completed plan and responses to the following questions:		

## Lead Graduate Teacher Training Manual 2015 Graduate Teacher Program

	1. Please describe how you have met or not met the goals you set for yourself at the beginning of the year. (125 words) <b>I have successfully met my personal goals for improvement in teaching and consultation. I have learned so much about a variety of teaching methods and strategies that have helped me improve my own teaching. I have been less successful than I would like in encouraging participation in GTP workshops. While a few students have become involved and sought consults, the majority feel too busy to work on their CCTs. I have, however, helped two MA students complete their teaching portfolios as well as completing my own.</b>		X
	2. What was your most significant contribution to your department as a lead this year? (125 words) <b>My most significant contribution to the department was being the first to offer support to graduate students for teaching content courses. I took my experience being thrown into designing my own course and used it to create a workshop and notes for others to have resources and strategies available for them. Those who attended the workshop found it very helpful and asked that the information be available in the department Dropbox for future reference.</b>		X
	3. What did you accomplish personally and professionally this year that you are most proud of? <b>I am most proud of how much I expanded my experience this year and added variety to my CV. Between teaching a new upper division course, being asked to guest lecture, and giving GTP workshops, I have gained valuable new experiences and discovered I have a variety of professional interests and skills.</b>		X
	4. What did you learn about academic management, leadership, consultation, college pedagogy, and collegial team work this year? <b>I have learned that management and teamwork can be even more difficult than imagined. I also learned as much from VTCs with others as they do, and especially my understanding of Kolb has greatly influenced my teaching. I have also learned and experimented a lot with alternative assessment and evaluation thanks to the GTP.</b>		X



## AY 2016-17 Lead Plan

Lead Graduate Teacher Training Manual 2016 Graduate Teacher Program		
<b>F.2. Lead Plan</b>		
<b>Lead Academic Management Plan</b>		
Name	Jessica J Appleby	
Department	French and Italian	
<b>Lead Plan meetings planned or completed (All MUST approve the plan and sign or send an email):</b>		
Lead Coordinator Signature		Date:
Lead Coordinator Signature		Date:
Faculty Mentor Signature		Date:
Department Chair Signature		Date:
Graduate Advisor Signature		Date:
TA Supervisor Signature (if applicable)		Date:
<b>Department Statistics:</b>		
<i>For this information, please contact your Program Assistant</i>	<b># New</b>	<b># Total</b>
# of Teaching Assistants	2	4
# of Graduate Part-Time Instructors	2	13
# of Research Assistants	2	2
# of Graduate Students in the Department	6	22
<b>1. Does your department have a teaching methodology or pedagogy course?</b> If so, please consider it as you construct your Lead Plan, and bring a syllabus and other relevant materials to your Lead Plan meetings. <b>Name of the faculty member teaching the course:</b> <u>Eliza Jane Smith</u>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
<b>2. Please select the certificate program in which your department's graduate students are most interested.</b>	<input checked="" type="radio"/> Certificate in College Teaching	<input type="radio"/> Professional Development Certificates
<b>3. Please list three goals you have for your lead work this year. Also, list a fourth goal that identifies a personal and professional skill that you want to develop as a lead. Goals are strategic, broad, and aligned with the mission of the program. Do not list your objectives here, rather list them as activities in your plan. Please limit each goal to 10 words maximum.</b>		
Goal 1: To support graduate teachers with their teaching through videotape consultations.		
Goal 2: To make a contribution to new TA training in the department through presentation of GTP certificates, intensives and workshop series.		
Goal 3: To foster cooperation, teamwork, and sharing among graduate student teachers through a discipline specific workshop on collaborative writing.		
Goal 4: To improve pedagogy in my own classroom.		

## Lead Graduate Teacher Training Manual 2015 Graduate Teacher Program

## Activities and Time Line for the Year

Directions: Carefully read this plan. The activities listed in *italics* are required. Using **BOLD FACE FONT** fill in blank rows and insert extra rows to add additional activities that you have chosen to pursue. Pay careful attention to time management: each consultation will take you 4-5 hours. Limit your plan to what you can actually accomplish within the required time limitations. Make sure to keep any personal commitments (travel, exams, etc.) in mind as you plan. You may need to make adjustments throughout the year. Meet with a lead coordinator and your faculty mentor over the summer to negotiate and clarify your plan.

Prior to the Spring semester, mark all work completed, reassess and correct your goals and plan, and email an updated Lead Plan to the lead coordinators at [gtpLEADS@colorado.edu](mailto:gtpLEADS@colorado.edu).

Date	Pre-Fall Activities (Activities in <i>ITALICS</i> are required.)	In Progress	Completed
	<i>Meeting with outgoing lead</i>		This is me.
May 9-12, 2016	<i>May Lead Seminar in Academic Management, Leadership, Pedagogy, Consultation, and Teamwork</i>		X
Summer	<i>First meeting with lead coordinator to go over rough draft of lead plan</i>	email	X
	<i>Second meeting with lead coordinator to go over lead plan</i>	email	X
	<i>Meet with faculty mentor to discuss Lead Plan</i>	Email (7/3)	X
	<i>Discuss Lead Plan with lead coordinator before submitting revised version for GTP director's approval</i>	X	X
June / July	<i>Promote GTP summer workshops. Schedules are posted on web site.</i>	X	X
August	<i>Send out welcome letter to ALL graduate students in your department</i>	X (email scheduled to send)	X
	<i>Promote Fall Intensive &amp; International IGT Cultural Intensive</i>	X	X
Oct 3, 2016	<i>Lead Network meeting</i>	X	X

Lead Graduate Teacher Training Manual 2016 Graduate Teacher Program			
Date	Fall Activities ( <i>italics=required</i> )	In Progress	Completed
August 18	<i>Present on GTP to students at departmental orientation using the GTP website</i>	Scheduled 11.30 Aug 18	X
August 17-19, 2016 8AM-5PM	<i>Fall Intensive (Please attend some workshops yourself, encourage new TAs to attend some beginning workshops that do not conflict with departmental training, and encourage returning TAs and GTPIs to attend some workshops for advanced graduate teachers.)</i>	Scheduled to assist with FI	X
Aug 18, 130-330	<b>Co-facilitate Microteaching unit for new French, German, and Spanish graduate teachers</b>	scheduled	X
August 25, 2016	<i>Attend "Best Should Teach" event and receive your BST Silver Award. Bring along your faculty mentor.</i>		X
	<i>Attend a departmental faculty meeting, introduce yourself as a lead, show them the GTP web site and explain value of the program</i>		I teach during this time.
Through-out semester	<i>Promote GTP workshops (email, flyers, posters in department)</i>	X	X
Sept 6	<b>1<sup>st</sup> VTC for Juan Jimenez</b>	scheduled	X
Sept 9	<b>Discipline-specific workshop: Creating Communicative Activities</b>	scheduled	X
Sept 23	<b>Discipline-specific workshop: Collaborative Writing</b>	scheduled	X
Early Fall	<i>Office visit in your office or department with lead coordinator</i>	Scheduled Sept 9, 2pm	X
Oct 3, 2016 And Nov 4	<i>Team meeting to plan for Spring Team activity – remember to include lead coordinators in emails</i>	X	X
Fall	<i>Create and facilitate a discipline-specific workshop</i>	2 scheduled	X
Sept 30	<b>My 2<sup>nd</sup> VTC – by Marcia Walsh</b>	scheduling	X
Nov 11	<b>1<sup>st</sup> VTC for Audrey Calandara</b>	X	X
Nov 15	<b>1<sup>st</sup> VTC for Leah Powers</b>	X	X
December	<i>Lead Network small-group meetings to provide feedback</i>	scheduling	X



## Lead Graduate Teacher Training Manual 2015 Graduate Teacher Program

Date	Spring Activities ( <i>italics=required</i> )	In progress	Completed
January	<i>Send out a new welcome back letter to all graduate students in your department. Revise to cover Spring Semester activities in GTP &amp; department</i>		X
	<i>Submit updated Spring Lead Plan to lead coordinators</i>		X
January 12-13	<i>Spring Conference (attend some workshops and bring TAs)</i>		X
Jan 13	<b>Facilitating discussion session for Spring Conference</b>	scheduled	X
During semester	<i>Promote GTP workshops (email, flyers, posters in department)</i>	X	X
<b>April 12, 2017</b>	<b>2<sup>nd</sup> VTC for Leah Holz</b>	scheduled	
April 7, 2017 3-5	<i>Lead Capstone Event: attend, take care of team responsibilities</i>	prep	
Saturday, March 11, 2017	<i>Attend COPFFN Forum (attend and bring TAs) Faculty from other colleges &amp; universities talk about faculty work and expectations in their institutions.</i>		X
March 24	<i>Lead Network small-group meeting to provide feedback</i>	scheduled	X
April 21	<b>3<sup>rd</sup> discipline-specific workshop w/ FRIT/SPAN – Creating Your Professional Website – HUMN 370, 3-4pm</b>	scheduled	
	<i>Complete end-of-year report- update Lead Plan and answer End-of-term questions (see below)</i>		
	<i>Complete end-of-year online evaluation</i>		
	Your end of semester report includes this completed plan and responses to the following questions:		
	1. Please describe how you have met or not met the goals you set for yourself at the beginning of the year. (125 words)		
	2. What was your most significant contribution to your department as a lead this year? (125 words)		
	3. What did you accomplish personally and professionally this year that you are most proud of?		
	4. What did you learn about academic management, leadership, consultation, college pedagogy, and collegial team work this year?		

## Appendix B – Consultation

Below is a list of all the Videotape Consultations performed during my tenure as lead for the Graduate Teacher Program to the Department of French and Italian at the University of Colorado at Boulder.

Teacher's Name	Department	Type of VTC	Date
Elizabeth Marasco	French	1 <sup>st</sup> VTC	October 1, 2015
Sarah Duris	French	1 <sup>st</sup> VTC	October 6, 2015
Olga Vasile	Italian	1 <sup>st</sup> VTC	October 8, 2015
Stephen Williams	French	1 <sup>st</sup> VTC	December 2, 2015
Jennifer Dowdy	French	2 <sup>nd</sup> VTC	February 9, 2016
Elizabeth Marasco	French	2 <sup>nd</sup> VTC	March 30, 2016
Juan Jimenez	French	1 <sup>st</sup> VTC	September 6, 2016
Audrey Calandara	French	1 <sup>st</sup> VTC	November 11, 2016
Leah Powers	French	1 <sup>st</sup> VTC	November 15, 2016
Leah Holz	French	2 <sup>nd</sup> VTC	April 12, 2017

## Appendix C – Academic Leadership

Graduate teacher department workshop on Creating Communicative Activities:

View here: [http://prezi.com/j775x9392c5l/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/j775x9392c5l/?utm_campaign=share&utm_medium=copy)



Graduate Teacher Program workshop on App-based Games for Classroom Learning:

View here: [http://prezi.com/pyabfcbuef9j/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/pyabfcbuef9j/?utm_campaign=share&utm_medium=copy)



**Legacy Project** – Collaborative Writing Strategies and Plans for the French Graduate Students

Workshop on Collaborative Writing:

View here: [http://prezi.com/lhp6ipirhlho/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/lhp6ipirhlho/?utm_campaign=share&utm_medium=copy)



## Documents for collaborative writing planning:

GTP French dept workshop  
9/23/16

Collaborative Writing Plan

1. The project I need to finish is \_\_\_\_\_
2. It must/should be done by \_\_\_\_\_
3. Estimated total length \_\_\_\_\_
4. Tasks I must accomplish before it can be completed (completed, not started!):  
  
\_\_\_\_\_
5. My writing partner(s) is/are: \_\_\_\_\_
6. We can meet 1-2 hours every \_\_\_\_\_ at \_\_\_\_h\_\_\_\_ at \_\_\_\_\_
7. Penalty/reward decided with partner \_\_\_\_\_
8. Make a plan with partner who has similar due date/completion goal.
9. Set weekly goals for yourself (how many pages per week? Books read? Editing goals?) on the weekly calendar, based on desired completion date.
10. Establish 2 points at which you will edit each other's work.
11. Daily writing plan. Block out 15-60 min of pure writing time 5 days/week. Suggestion: complete only one week at a time, then adjust for the next week depending on successes/difficulties. First, block out all the times you have other commitments, then see where you have 15-60 min chunks of time. If you have multiple projects, allot one chunk per project per day. Congrats, you're productively multi-tasking!  
(additional copies of daily planning at <http://www.wendybelcher.com/writing-advice/workbook-forms/> - also other helpful worksheets too! But seriously, you should buy her book!)

These workshop notes and collaborative writing plan are now available for future French graduate students on a Google Drive of shared department materials. This is a process that has begun successfully and is set to continue after I leave the department.



## Appendix D – Pedagogy

### Alternative Assessment

Fren 1200 Community Project excerpt: *The Epic of Hellems 141*. Students wrote *Beowulf*-style journal entries about their everyday lives to explore the use of kennings, hyperbolic language, and heroic imagery in the poem. I compiled them into a single document that was shared among the class for discussion and within the French department. Below is a small excerpt. (More available on my website [jessicajappleby.com](http://jessicajappleby.com))

#### Dan

In the end, each man crafted a letter of rhymes,  
To be handed in by the hour of academia.  
I awoke in the morning and stepped in the waterfall of cleanliness.  
Too long it has been, my old friend.  
I placed my rear end on the rectangle of cushion,  
Then opened my folder of electricity.  
Thus I arrived here, at the portal of knowledge.  
In the portal of knowledge, I found three challenges.  
The first, a question of truth.  
The second, a question of history.  
The third, a question of the abstract.  
After I had slain the noble challengers, I arrived here.  
Here, the cemetery of quizzes.

#### Caroline

I cast my gaze upon the girl in the hazy glass reflector  
Salt water drips from her forehead as I take a deep breath in  
I fill my air pockets with much needed refreshment  
My armor is soaked through to the bone with salted blood from battle  
I shiver as the wooden door swings open  
so that the golden light from yellow in the sky may enter the room  
The battle was hard, far more difficult than I expected  
But we fought with all our heart and being  
Moments ago, the fire and rubble had been overwhelming  
We lay in our formation before the heat rained down,  
buddhas braced for battle  
And then we danced, and I balanced on my nose and on my toes  
I breathed fire on the enemies within me, surrounded  
by the greatest buddha warriors in all of Boulder land  
Together, we conquered the orange and red tongues  
and the dragons perished in the presence of our zen  
Together, we bowed towards our bringer of bliss, and said "Namaste"

#### David

So, I arose this morning two hours after light's-birth.  
The burrow I inhabited was far from  
the hall of my father, Dave the Daunting.  
My meal chest grumbled and I rushed to quell the disturbance

#### Elise

I was roused early by the fiery sky-fire  
and lamented the loss of a beautiful night-story.  
Once I was accustomed to my situation,  
I entered the food-hall and prepared a morning feast.  
I donned my carefully selected raiment,  
and began applying my war paint.  
The vertical transport system bore me to the entrance  
of my dwelling-hall and I opened the wind barrier.  
The hot breath of summer greeted me  
and I hailed it as a sign from the gods that my contest would go well.  
I boasted that I would pass the ordeal  
or renounce my claim to the title I wished to earn.  
The beast Mathtest would not catch me unawares,  
I would use my keen-sharpened wits and my true-edged writing blade  
to slay the monster and claim victory.  
When I came face to face with the horrid creature,  
it was uglier than even the bard's stories had foretold.  
It had gleaming lines of unreadable runes etched into its soft flesh.  
My comrades in arms began to wail in fear  
but I rallied them with my cry: "We are allowed to use calculators!"  
Then I bestowed writing blades on those who did not have them,  
so that they might do battle alongside me.

#### Hannah B

In times gone by, the great knowledge-givers bestowed upon me  
many quests, tasks both lofty and many in number.  
A mind both sharp and patient, and my mighty lead-sword,  
were to be my only weapons in these battles to come.  
Upon learning of my quests, I mounted my wheeled-ship  
and traveled home, home to the Creek of the Bears.  
Far over the tar-and-gravel-sea I went,  
longing to reenter my hall and home.

Upon my arrival, my most-trusted thane, Elise the Short,  
met me at the entrance

## Example of final paper choices for Fren 1200:

<p><b>Final paper topics</b></p> <p>For each of the topics below, you will use 2 of the texts we've read this semester. (If you would like additional reading, you are also free to include the remaining two texts as the Chretien book or any of Marie's lais that we didn't read for class.)</p> <p>You'll want to think about the larger themes in texts as well as smaller details such as language used and specific moments in the texts. Do NOT engage in plot summary. At all.</p> <p>Your paper should have an argument; it should not just be a summary of examples from the texts. You should take it one step further to make a pronouncement on what the examples mean, why they are what they are, or what we can learn from them. The argument will be stated in your thesis statement.</p> <p>(For example, don't just say that Marie presents some women in a positive way and some in a negative way. Take this further to explain why this is important or what you think this can teach us. For example, you can argue that these conflicting representations of women exist because Marie is caught between the prevailing social/religious views on women at the time and her own status as a female writer.)</p> <p>Be sure to avoid informal language in your paper. Your language should be more formal than what you use in normal conversation with your friends.</p> <p>If you need any help or guidance concerning your paper (what to include, questions to consider, etc.), be sure to email me and we can meet to discuss it. I am aware that you are not literature specialists, so I am here to help if you are having difficulties.</p> <p>Remember when picking texts that this is a short paper. You do not want to use too many because you won't be able to go into detail. Focus on specific details from the texts.</p> <p>1. <b>Women</b> - Pick 3-3 texts and discuss the complex representations of women. We have seen that misogyny is prevalent in the Middle Ages, but there is more to the representation of women than just that aspect. Consider multiple and conflicting ideas about women by focusing on several specific females. (Your texts can all be Lais, if you wish. But don't include 2 texts plus several lais, because that will be too much. Remember, you don't have a lot of room in your paper!)</p> <p>2. <b>Silence and secrets</b> - <i>Ever</i> and <i>Enide</i> and <i>Lancelot</i> both rely heavily on themes of speech and silence. Consider the interdiction of speech in both texts - similarities, differences, importance and larger implications of hidden love, female speech, etc. If you think another text would be relevant, you may include one more, or a very specific example from <i>GoT</i>. (Silent Sisters?)</p>	<p>3. <b>Art of poetry and story-telling in the Lais</b> - In the prologue and every lai, Marie de France references orality and story-telling. Some references are obvious, and some are more subtle (such as the woman embroidering her story on the bird's thread in <i>Laurie</i>). Pick 3-4 lais and discuss how (and why) these themes recur with such frequency.</p> <p>4. <b>Reflections on heroism</b> - pick 2 texts and discuss the representation of heroism. For example, is Roland the same kind of hero as Enide? Why does literature offer different ideals for medieval heroes? What does this tell us about medieval thoughts and preferences? Do the texts you've chosen represent an evolution or conflicting ideas? What kind of language is used to describe heroes and heroic acts? Does personal honor (romance hero) seem to take precedence over public honor (epic hero), or the other way around?</p> <p>5. Take a very specific theme or detail from <i>GoT</i> and analyze how its origin can be found in 2 of the medieval texts we've read. How does this modern fantasy genre allow us to learn about the Middle Ages, but how also does it warp our ideas of what the medieval world was? Be sure your analysis includes enough about the texts, not just <i>GoT</i>.</p> <p>6. <b>CREATIVE WRITING OPTION</b> - Use your understanding of Joseph Campbell's monomyth to create your own version of a Chretien de Troyes romance. Create your own hero who will follow both the monomyth and medieval ideals of courtly love and chivalry. Your story should show me that you understand the standard elements of Chretien's stories, though you can add your own creative flair. For your outline, you will write your first paragraph and then instead of your arguments, you will briefly list what will happen to your hero in each stage of the monomyth. (see poem for clarification)</p> <p>If any of these aren't clear or if you need advice at all, please let me know.</p> <p>I am collecting your intro/outline so I can make sure you are on the right track and stop you before you make any mistakes that will impact your grade. The more detailed your outline, the more I will be able to give constructive feedback. Try to be as clear as possible so that I know what texts you'll use, what your argument is, and how you'll support that argument.</p> <p>Good luck!</p>
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## Formative Assessment

### Examples of one-minute exit papers for learning assessment in Fren 3110:

**Fren 3110 – La Chanson de Roland**

Questions une minute: répondez-y rapidement et donnez la feuille au prof avant de quitter la classe.

Qu'est-ce que vous aimez dans ce poème ?

Qu'est-ce que vous ne comprenez toujours pas ?

Example of Kahoot! learning assessment for Ital 1500:

The screenshot shows a Kahoot! quiz interface for 'Ovid's Metamorphoses'. The quiz is private, created 3 months ago by 'applebyj', and is for a university audience in English. It has 7 questions, 1 play, 60 players, 0 favourites, and 0 shares. The quiz is titled 'Ovid's Metamorphoses' and features a cover image of a classical painting. The questions are as follows:

Question	Time	Choices
1. Which of Ovid's stories is represented in this Bemini statue? <a href="#">Show answers</a>	20 Seconds	4 Choices
2. When did Ovid live? <a href="#">Show answers</a>	20 Seconds	4 Choices
3. This makes Ovid a contemporary of _____. <a href="#">Show answers</a>	20 Seconds	4 Choices
4. According to the 'Sprezzatura' reading, who was NOT influenced by Ovid? <a href="#">Show answers</a>	20 Seconds	4 Choices
5. Who painted the image we saw of Narcissus? <a href="#">Show answers</a>	20 Seconds	4 Choices
6. Who turned Daphne into a tree? <a href="#">Show answers</a>	20 Seconds	4 Choices
7. How does Narcissus die? <a href="#">Show answers</a>	20 Seconds	4 Choices

### *Flipping the Classroom*

Example of a flipped classroom home lecture for Fren 2120:

<http://screencast.com/t/YKeNPhVykz> *Bien Vu Bien Dit* ch 9 – Le gérondif et le participe présent

## Appendix E – Professional Development - Pedagogy courses, workshops, and conferences

### Pedagogy courses

School and Society – University of Colorado – Fall 2005

Educational Psychology and Adolescent Development –  
University of Colorado – Spring 2007

Teaching in American Schools – University of Colorado –  
Summer 2007

Language and Literature across the Curriculum –  
University of Colorado – Summer 2007

College Foreign Language Teaching – University of  
Colorado – Fall 2007

Pedagogy for Teaching English – Université Paris 3  
Sorbonne Nouvelle – Fall 2011

### Graduate Teacher Program Workshop Attendance

Keeping them Awake: Student Engagement in the  
Classroom (Feb 4, 2013)

Will your Teaching Portfolio Get You Hired, or Not? (Feb  
11, 2013)

Engaging in Difficult Dialogues around Race and Ethnic  
Diversities (Feb 15, 2013)

Getting Your First Paper Published: Tips from the Trenches  
(Feb 18, 2013)

What Does It Mean to Be a Good Colleague in Academe?  
(Feb 22, 2013)

Teamwork, or Divide and Conquer? Facilitating  
Collaboration in Group Projects (Feb 25, 2013)

Using VoiceThread in the Language Classroom (Mar 4,  
2013)

Inclusive Teaching (Mar 8, 2013)

Expect the Unexpected: Handling Teaching Situations  
Nobody Prepares You For (Mar 11, 2013)

Social Media in the Classroom: Principles and Practices  
(Mar 12, 2013)

Departmental Dialogues You Should Have to Develop  
Your Portfolio (Mar 15, 2013)

Pedagogy, Viewed Through the Lens of Harry Potter (Mar  
18, 2013)

Exploring Cross-Cultural Differences in the College  
Classroom (Feb 7, 2014)

When Students Work Harder than You Do: Writing as a  
Critical Thinking Practice (Feb 10, 2014)

Talking about Race, Gender, Ethnicity and Sexual  
Orientation in the Classroom (Feb 14, 2014)

Creating a Technology Policy for Your Course (June 10,  
2014)

Major Questions to Consider When Designing a College  
Course (June 11, 2014)

Using Prezi to Guide Your Classroom Presentations (June  
17, 2014)

Using Bloom's Taxonomy to Frame Course Content and  
Exams (June 18, 2014)

Teaching Rhetorical Analysis (Jan 8, 2015)

Lead Seminar in Academic Management, Leadership,  
Pedagogy, Consultation, and Teamwork (May 2015)

Technologies for Facilitating Instruction at the Kolb LSI  
Poles (June 10, 2015)

Games as Logic Machines and the following discussion:  
Application to your Classroom (Jan 8, 2016)

Applying to Teaching Colleges (Jan 29, 2015)

Presented workshop on App-Based Games for Classroom  
Learning: GooseChase and Kahoot (Feb 8, 2016)

COPFFN 2016, March 12

- Preparing College Teachers for the 21<sup>st</sup> Century
- Higher Education Landscapes
- Challenging Aspects in Course Design and  
Planning

Metropolitan State University of Denver site visit (Apr 6,  
2016)

Summer Article Publishing Workshop (June-July 2016)

Creating Inclusive Classrooms for Students of Diverse  
Sexualities and Gender Identities (Aug 17, 2016)

Setting Up Language Students to Succeed (Aug 17, 2016)

Teaching-as-Research: How to Study Student Learning in  
Your Classroom (Aug 18, 2016)

Getting Students to Go Beyond Google: Collaborating with  
Librarians to Teach Information Literacy (Aug 19, 2016)

Do You Have the Personality for Teaching? (Aug 19, 2016)



Inclusive Design for Learning (IDL): Essential Tools for Revolutionary Educators (Jan 12, 2017)

- Pedagogy in Cyberspace: Mediating Instructor-Student Interaction via Technology

Application to your Classroom: Inclusive Design for Learning (discussion leader, Jan 12, 2017)

#### Conferences

COPFFN Classroom as Sanctuary: Preparing for Change in Higher Education (March 12, 2017)

Language for Specific Purposes conference, CU Boulder, March 2014

Educators' Day at Denver ComicCon by Pop Culture Classroom, May 2015 and June 201

- The Changing Landscape of Higher Education
- The Ethical Dilemmas of the Academic Job Market

### Curriculum Vitae:

#### JESSICA J APPLEBY, PhD

University of Colorado - Department of French and Italian  
238 UCB, Boulder, CO 80309  
jessica.appleby@colorado.edu (303) 709-9237  
Website: jessicajappleby.com

#### EDUCATION

- 2017     **University of Colorado, Boulder, CO**  
PhD in French - defense April 5, 2017  
Dissertation: *Politics and Poetics of Epic in the French Renaissance: Ronsard, Du Bellay, d'Aubigné*
- 2012     **Université Paris 3 Sorbonne Nouvelle, Paris, France**  
Master in English Studies  
"Mention très bien"  
Thesis : *Les représentations du genre dans « Dido, Queen of Carthage »*
- 2008     **University of Colorado, Boulder, CO**  
MA in French
- 2006     **University of Colorado, Boulder, CO**  
BA in French  
Thesis: *Pétrarquisme et Platonisme dans « Les Erreurs Amoureuses » de Pontus de Tyard*

#### ACADEMIC TEACHING APPOINTMENTS

- 2015-present     **University of Colorado Graduate Teacher Program, Boulder, CO**  
*Lead to the Department of French and Italian*
- 2012-present     **University of Colorado Department of French and Italian, Boulder, CO**  
*Graduate Part-Time Instructor*
- 2010-2012     **Université Paris 13 Nord Département d'Anglais, Villetaneuse, France**  
*Maître de Langues*
- 2009-2010     **Université François Rabelais, Tours, France**  
*Lectrice*

2007-2009      **University of Colorado Department of French and Italian**, Boulder, CO  
*Teaching Assistant, Graduate Part-Time Instructor*

### HONORS & AWARDS

- 2016      Best Should Teach Silver Award, Graduate School, University of Colorado, Boulder, CO, Aug 25.
- 2015      Best Should Teach Silver Award, Graduate School, University of Colorado, Boulder, CO, Aug 20.
- 2014      Graduate Student Teaching Excellence Award, Graduate School, University of Colorado, Boulder, CO, May 6.

### PUBLICATIONS

Under Review      “Ronsard’s *Franciade*: Political Constraints of French Renaissance Epic” is currently under consideration at *Sixteenth Century Journal*.

### BOOK REVIEWS

In progress      Review of *Ronsard et la mise en musique des « Amours »* requested by *Renaissance Quarterly*.

### CONFERENCE PRESENTATIONS

- 2016      “Using Comics for Second Language Learning: an ACTFL Perspective”, Pop Culture Classroom, *Denver Comic Con Educators’ Day*, Denver, CO, June 17.
- 2015      “The Rebellious Epic: Subversion of Genre during the French Wars of Religion”, Society for the Interdisciplinary Study of Social Imagery, *The Image of the Rebel*, Colorado Springs, CO, March 12.
- 2015      “Civil War and the Distortion of Virtue and Vice in d’Aubigné’s *Tragiques*”, Southern Humanities Council, *Virtues and Vices; Desires, Devices*, Athens, GA, January 31.
- 2014      “Arya’s Odyssey and Aragorn’s Actium: The Modern Epic Hero in Contemporary Fantasy”, Society for the Interdisciplinary Study of Social Imagery, *The Image of the Hero*, Colorado Springs, CO, March 20.
- 2013      “The Heroic Ideal: Redefining Gender Representations in Marlowe’s *Dido, Queen of Carthage*”, Rocky Mountain Modern Language Association, Vancouver, WA, October 10.

### INVITED SPEAKING ENGAGEMENTS

- 2017      “Application to your Classroom: Inclusive Design for Learning”, discussion facilitator, Spring Conference, Graduate Teacher Program, University of Colorado, Boulder, CO, January 12.
- 2016      “The Lasting Influence of Ovid’s *Metamorphoses*”, guest lecture for ITAL 1500 ‘That’s Amore – Introduction to Italian Culture’, Department of French and Italian, University of Colorado, Boulder, CO, February 25 and October 11.
- 2016      “Smartphone Apps for Game-Based Learning in the Classroom”, Graduate Teacher Program, University of Colorado, Boulder, CO, February 8.
- 2016      “Application to Your Classroom: Games as Logic Machines”, discussion facilitator, Spring Conference, Graduate Teacher Program, University of Colorado, Boulder, CO, January 8.

### GRADUATE TEACHER TRAINING WORKSHOP PRESENTATIONS

- 2016 “Collaborative Writing: Strategies for Balancing Research and the Rest!”, Department of French and Italian, University of Colorado, Boulder, CO, September 23.
- 2016 “Creating Communicative Activities”, Department of French and Italian, University of Colorado, Boulder, CO, September 9.
- 2015 “Developing and Teaching Content Courses as a Graduate Student”, Department of French and Italian, University of Colorado, Boulder, CO, October 22.
- 2015 “Creating Communicative Activities”, Department of French and Italian, University of Colorado, Boulder, CO, October 16.

### FELLOWSHIPS & GRANTS

- 2015 Graduate School Summer Fellowship, Graduate School, University of Colorado, Boulder, CO, May 5.
- 2014 Department Summer Fellowship, Department of French and Italian, Graduate School, University of Colorado, Boulder, CO, Summer.
- 2013 Graduate School Travel Grant, Graduate School, University of Colorado, Boulder, CO, May.

### COURSES TAUGHT

#### CU Boulder

FREN 1010 Beginning French 1  
 FREN 1020 Beginning French 2  
 FREN 1200 Medieval Epic through the Lens of *Game of Thrones*  
 FREN 2110 2<sup>nd</sup> Year French: Grammar and Reading 1  
 FREN 2120 2<sup>nd</sup> Year French: Grammar and Reading 2  
 FREN 3010 French Phonetics and Pronunciation  
 FREN 3110 Main Currents of French Literature 1 – De Roland à Rousseau  
 ITAL 1400 / FREN 1400 Medieval/Renaissance Women Writers in Italy and France (TA)  
 ITAL 1500 That’s Amore: Introduction to Italian Culture (TA)  
 ITAL/ HUMN 4150 Boccaccio’s *Decameron*: Tales of Sex and Death in the Middle Ages (co-instructor)

#### Paris 13 Nord

L1, L2, L3 phonétique de l’anglais  
 L1, L2 compréhension orale  
 L1, L2, L3 expression orale  
 L2, L3, M1 anglais pour non-spécialistes

#### Université François Rabelais

L1, L2 phonétique de l’anglais  
 L1 LEA compréhension orale  
 L2 LEA expression orale  
 L1, L2 anglais pour non-spécialistes

### PROFESSIONAL DEVELOPMENT

- 2017 **Collaborative Preparing Future Faculty Network Forum.** Teaching and professional development workshops by faculty from COPFFN institutions in Colorado and Wyoming. Boulder, CO, March 11.
- 2016 **Collaborative Preparing Future Faculty Network Forum.** Teaching and professional development workshops by faculty from COPFFN institutions in Colorado and Wyoming. Boulder, CO, March 12.
- 2015 **Educators' Day at Denver Comic Con,** Pop Culture Classroom, Denver, CO, May 25.
- 2015 **Lead Seminar in Academic Management, Leadership, Pedagogy, Consultation, and Teamwork** Graduate Teacher Program, University of Colorado, Boulder, CO, May 11-14.
- 2014 **International Symposium on Languages for Specific Purposes,** Boulder, CO, April 17-19.

### ACADEMIC SERVICE

- 2016-present Graduate Peer Mentor, Graduate School, University of Colorado, Boulder, CO.
- 2012-present Assisted with various activities within the French Department including French Club (evening film or cultural discussion sessions), "Bavardages" (weekly lunch conversation practice), and Our French World (annual cultural celebration day), Boulder, CO.
- 2012-present Co-Admin for the "University of Colorado Boulder French Program" Facebook page.
- 2014 Conference Panel Moderator/Volunteer – Second International Symposium on Languages for Specific Purposes, Boulder, CO, April 17-19.
- 2013-2014 Volunteer for the Department of French and Italian table - Summer Information Fairs for Accepted Students, June, July, and August, Boulder, CO.

### CERTIFICATIONS

- 2016 Certificate in College Teaching, Graduate Teacher Program, University of Colorado, October.
- 2015 CITI certification for Social Behavioral Research Investigators and Key Personnel, November.

### AFFILIATIONS

American Association of Teachers of French  
 American Council on the Teaching of Foreign Languages  
 Modern Language Association  
 Phi Beta Kappa  
 Renaissance Society of America  
 Rocky Mountain Modern Language Association  
 South Central Modern Language Association  
 Women in French

### LANGUAGES

English (native)      French (near-native)      Latin (advanced)      Italian (beginner)