

Stefanie A. Goyette

Teaching Portfolio

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Statement of Teaching Philosophy

Beyond fostering the foundational tools of close reading, textual analysis, and persuasive writing, humanistic study is fundamental to deciphering and shaping our interactions with the world and our understanding of our own culture. In my teaching in both language and literature, I encourage students to consider the ever-shifting terrain of identity and otherness. Students in my introductory French course at MIT analyze a rap song, titled “Bâtard,” by the Belgian musician Stromae, and analyze his claim that the binaries supposedly defining racial, national, and gender identities create the violence they claim to represent. Students likewise reflect on how languages and cultures, francophone and anglophone, construct such binaries. Similarly, in my survey course focusing on food and community, students confronted the sometimes irresolvable otherness of medieval and Early Modern cultures in their study of alimentary behaviors; but by contextualizing such behaviors, we found ways to explore how they defined and were defined by structures of community, class, and gender. The dynamics linking power structures, beliefs, behaviors, and cultural products provided points of entry and relevance even while many particular factors remained foreign. In one unit, we considered how women related to food in ways that indicated shared cultural bases between the seemingly divergent genres of comic fabliaux and pious saints’ lives: gluttony and excess as related to sin, but also to taking control, to claiming one’s portion; food as a form of power over self and family; food as a source of pleasure. Students found particular interest in this topic in part because it so deeply affects modern cultures, but also because they were able to reflect on issues of food scarcity and environmental uncertainty that seem vastly different today, but in fact emerge frequently in anxieties about human effects on the environment.

The development of effective communication strategies is also of primary importance in my courses. In my language course, students use Google + to create characters from throughout the francophone world, communicating with one another daily and creating a narrative involving imaginary travel across French-speaking cultures. The students present their narratives through status posts and captioned images on Google +, as well as in in-class presentations and a final performance project. These activities foster communication of personal and imagined information and opinions. Students in my survey course created an online visual-textual argument on Storify that required research in digital databases like Gallica, as well as in library and museum image repositories. Materials had to be open-source (Creative Commons) and contribute to a persuasive argument. In both these courses, making an argument and expressing an identity on digital platforms honed skills that are essential in contemporary personal and professional domains. Beyond emphasizing research and analytical capabilities, practicing these skills in a course setting emphasized how identities are constructed and imagined, and how they are transformed by changes in language, genre, medium, or access to materials.

My aim is to teach students to communicate effectively, to navigate French and Francophone cultures, and to understand their own position in relation to cultures other than their own. To live in the world is to interpret cultural productions, interpersonal relationships, and activities such as work, study, and play. In language teaching and the teaching and practice of humanistic studies, I hope to enable students to better examine their place in the world and the materials to which they are exposed, from social media to advertisement and political discourse, and to thus ask questions about the power they exercise and that which is exercised upon them. The study of language, literature, and culture also provides access to the language and reasoning necessary to analyze how cultural reality is shaped by and reflected back at the subject.

Autour de la table du Moyen Âge au 18^e siècle :
A Survey of French Literature through Food



Les très riches heures du Duc de Berry – Janvier, c. 1410

Course Description:

Many stories begin with the telling of a story around a communal table – a narrative frame that we find reflected in the setting of our classroom discussions of texts and cultural objects. This course will engage with literary representations of food and the meal in their symbolic, material, and social dimensions, guiding students towards increased awareness of the significance of food and communal eating in their own lives, as well as in the constitution and imagination of gender and community. Focus will be placed on developing foundational techniques such as close reading and textual analysis, alongside methodological strategies for navigating the gulf between representation and real-world behaviors, between literature and anthropology. To complete coursework, students will write analytical papers while also learning to use new information technologies, including social media and research presentation websites.

Assignments:

- Reading; discussion questions for each class
- Presentations of 5-10 minutes throughout the semester
- 3 essays (2 pages / 3-4 pages / 6-8 pages) & revisions of second essay
- Research presentation using the website Storify (visual/textual), related to second essay

Course Objectives

This is French literature survey course. You are required to have completed a full program of language study (typically 4-6 semesters) before taking this course. However, you are still learning French, and improvement of language skills is a major goal in this course. Our objectives this semester are:

1. to gain increased oral and written competency and fluency in French
2. to write analytical essays in French
3. to become acquainted with a wide variety of French texts
4. to learn to read and analyze literary language, images, and style
5. to learn to familiarize ourselves with the cultural and historical context of literary texts
6. to learn to effectively present our ideas to others

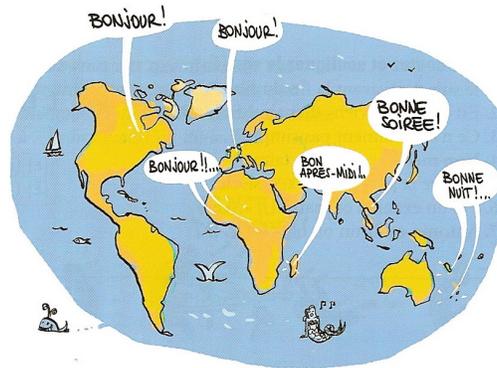
Schedule (biweekly, 14 weeks):

- **Course 1a:** Introduction: Why food?
- **Course 1b:** Meals and stories: Chrétien de Troyes – selections of *Yvain, the Knight of the Lion*
- **Course 2a:** Animal and human: Chrétien cont. – *Yvain*
 - <http://expositions.bnf.fr/arthur/livres/yvain/index.htm>
- **Course 2b:** Sacred food: The Grail: Chrétien – selections of *Perceval*

- **Course 3a:** Fast and feast: life of Marie d’Oignies; fabliau, “Le prêtre qui menga mûres”
- **Course 4a:** Women, bodies, and food:
 - Fabliau – “The Partridges”; Caroline Walker Bynum – “Fast, Feast, and Flesh: The Religious Significance of Food to Medieval Women,” *Representations* 11 (1985), pp. 1-25
- **Course 4b:** Food scarcity and theft: Marie de France, fables
- **Course 5a:** Pastoral and anti-pastoral – virtuous and hedonic tables:
 - François Villon – selections of *Le Testament Villon* (1461-1462), “Les contre-dicz de Franc-Gontier”; Pierre d’Ailly “Combien est misérable”; Phillipe de Vitry, “Le dit de Franc-Gontier”
- **Course 5b:** François Villon, cont. “Ballade des pendus”
- **Course 6a:** From the Middle Ages to the Renaissance: Rupture or Continuity?:
 - Montaigne - “De l’expérience” (III:13)
- **Course 6b:** Moderation, excess, education 1: Montaigne, cont.
- **Course 7a:** Moderation, excess, education 2: Rabelais – *Gargantua*
- **Course 7b:** Food, politics, satire: Rabelais – *Gargantua* cont.
- **Course 8a:** Bacchus, poetry, moderation: Pierre de Ronsard – “À son page,” and Joachim du Bellay – “D’un vigneron à Bacchus”
- **Course 8b:** Bacchus, poetry, and the blason: Rémi Belleau – “La Cerise”
- **Course 9a:** De la Renaissance aux 17^e et 18^e siècles – new forms and standards for language:
 - In class: discussion of frontispieces from 17th-c. publications: the *Cuisinier françois* (1651, 1698), *Délices de la campagne* (1656), *L’art de bien traiter* (1674)
 - Patrick Rambourg, *Histoire de la cuisine*, VI, “Une nouvelle ère culinaire”
- **Course 9b:** “Taste” and social class:
 - Rambourg, X, “Vers un art de la table”; Molière – *Le Bourgeois gentilhomme* (1670)
- **Course 10a:** “Taste” and social class: Molière – *Le Bourgeois gentilhomme*, cont.
- **Course 10b:** Staging the table: *Le Bourgeois gentilhomme*, performed by la Comédie française
- **Course 11a:** Senses, knowledge, and *gourmandise* 1:
 - Selections of *Le Traité des sensations*, Étienne Bonnot de Condillac
 - Image: *Les premiers convives de la société du Caveau*
- **Course 11b:** Senses 2
 - Condillac, cont.
 - Images: *Les Attributs de la Bonne Chère*; *Le Déjeuner d’huîtres*
- **Course 12a:** Food and Enlightenment(s) 1: Voltaire – *Candide*
- **Course 12b:** Food and Enlightenment(s) 2: Voltaire – *Candide*, cont.
- **Course 13a:** Food and Enlightenment(s) 3: *L’encyclopédie*; “Le dessert”; “Cuisine”
- **Course 13b:** Food and Enlightenment(s) 4: *L’encyclopédie* – “Goût”; “Gourmandise”
- **Course 14a:** Food, decadence, and revolution: Casanova – *Histoire de ma vie*; Epicurean episodes; <http://expositions.bnf.fr/casanova/>
- **Course 14b:** Reinterpretation in a modern context: *Marie Antoinette* (2006), Sofia Coppola

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Beginning French – First Semester (21F.301/351)
Fall 2013



Le monde francophone

Textbooks: *Parallèles, communication et culture* by Fouletier-Smith, 3rd edition, Prentice Hall, 2004
Parallèles, communication et culture, Cahier d'activités

Prerequisite: 21F.301/351 is a beginning level course designed for students who have no prior knowledge of French.

Course Description

21F.301/351 offers an introduction to the French language as well as an opportunity to discover the culture of the French-speaking world. Emphasis is placed on the acquisition of vocabulary and grammatical concepts through active communication. We will work on listening comprehension, speaking, reading, and writing in each class. The course will be conducted in French, with authentic visuals to reinforce meaning without reliance on English. Students will receive immediate exposure to authentic French via video sources, the Internet, diverse cultural materials, and printed documents. There is a coordinated online program, and the use of a variety of resources will aid in the development of cultural awareness and linguistic proficiency. We will also be using Google +, [Twitter](#), and [Vine](#) to simulate the interactions of a group of Francophone friends living in Paris, and we will decide on a series of themes to explore as a class. As a result of the various activities you will engage in during class, you will emerge with the confidence you need to interact in French in the classroom and beyond.

Course Objectives

This is an introductory French course. It will be conducted in French. The goals for this semester are:

1. to be able to understand, speak, write, and read in the present, future, and past tenses;
2. to be able to write a short composition, using the same material, without the use of a dictionary;
3. to become acquainted with the customs, history, and civilization of the French-speaking world;
4. to develop a deeper understanding and appreciation for one's own culture and others.

Evaluation

Grades will be based on class work and participation, attendance, blog posts in the form of mini-compositions, a final script and performance, homework including workbook and audio exercises, blog posts, three quizzes, and three exams.

Grading procedure

3 quizzes	15%
3 exams	25%
Blog posts (mini compositions)	15%
Script and final performance	15%

Homework	10%
Attendance and Active Participation	20% (includes <i>Google</i> + participation)

Grading scale

A	93.5-100	C	73-76
A-	90-93.5	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	less than 60%

Exams:

Three quizzes and three exams are scheduled throughout the semester. If you miss any quiz or exam and want to make it up, you need to make arrangements with me ahead of time. If you miss any quiz or exam because of an illness or an accident, you or someone on your behalf needs to send me an email or call my office **before the exam is administered** in order to be allowed to make it up later. Make-ups may not be allowed if this procedure is not strictly respected. **There is no final exam**. Instead, there is a final theatre project which you and your group will write and perform.

Sample Homework Dossier: La semaine du 4 novembre

le 4 novembre

- ★ Dans *Parallèles*, étudiez: « Personnalités diverses »/p.183, « Adjectifs irréguliers, etc. »/p.185-189.
- ★ Préparez oralement: 5-16/p.189.
- ☛ Dans le cahier, faites: 5-9, 5-10, 5-11, 5-13/p.117-19.

le 5 novembre

- ★ Dans *Parallèles*, étudiez: « De l'Indochine au Viêt-nam » et Ex. 5-18/p.190-91, « Le passé composé avec avoir »/p. 192-93
- ☛ Dans le cahier, faites: 5-15, 5-16, 5-17.

le 7 novembre

- ★ Dans *Parallèles*, étudiez : « Bienvenue aux Francofolies »/p. 195-7, « Le comparatif et le superlatif de l'adjectif »/p. 197-98, p.200. Préparez à l'oral : 5-30, 5-31/p.199, Étudiez « Kofi Yamgnane »/p.206-7.

le 8 novembre

- ★ Dans *Parallèles*, étudiez: « Clichés, stéréotypes et diversité culturelle »/p.204 et « Astérix le Gaulois »/p.209.
- ☛ ALL CAHIER EXERCISES FOR THE CHAPTER DUE TODAY

Sample Google + Assignment

★ **On s'enfuit !** Vous allez faire une petite coupure (*a little trip, a getaway*) ce weekend. Choisissez une région de France, et faites un peu de recherche sur les activités possibles – qu'est-ce qu'on peut y faire pour s'amuser ? Une dégustation de fromage ou de vin, ou des visites aux caves ? Une journée à la plage ? Une visite aux sites historiques – des châteaux, des lieux importants dans la deuxième guerre mondiale, des sites royaux ? Une visite aux parfumeries ? Un tour des restaurants célèbres ? Quel est le climat de la région ? Qu'est-ce qu'il faut apporter (*pack*) ? Comment est-ce que vous allez y arriver ? En voiture, en train, en bus ? **Décrivez (6-7 phrases) le voyage sur Google +**, et vos collègues voteront (*will vote*) pour leur voyage préféré !

Teaching Experience

Instructor of Record:

Autour de la table du Moyen Âge au 18^e siècle: A Survey of French Literature through Food (Northeastern University, Languages, Literatures, and Cultures)

- Course head – Spring 2014

First-Semester Beginning French (Massachusetts Institute of Technology, Global Studies)

- Instructor – 2013 - ongoing

Second-Semester Beginning French (Harvard University, Romance Languages)

- Instructor – Spring 2013
 - Received a Harvard University Certificate of Distinction in Teaching.

Upper-Level French I: Language and Culture (Harvard University, Romance Languages)

- Teaching Fellow – Fall 2010 and 2012

Intensive Beginning French (Harvard University Summer School)

- Co-course head – Summer 2008 and 2010

Beginning French (Harvard University, Romance Languages)

- Teaching Fellow – Fall 2007 and Spring 2008
 - Received a Harvard University Certificate of Distinction in Teaching.

Section Leader:

Chocolate, Culture, and the Politics of Food (Harvard U., African and African-American Studies)

- Teaching Assistant to Prof. Carla Martin – Spring 2013
 - Taught three weekly discussion sections; graded student work.

French for Reading in Theological and Religious Studies – (Harvard Divinity School)

- Teaching Fellow to Prof. Pascale Torrecinta – Summer 2012
 - Worked with individuals and small groups to develop translation and reading skills, with particular focus on religious and theological texts.

The Perfect Tale – The Art of Storytelling in Medieval France (Harvard U., Core Curriculum)

- Teaching Fellow to Prof. Virginie Greene – Spring 2009
 - Taught two weekly discussion sections; graded student work.
 - Special emphasis on questions of translation, authorship, and medieval culture.

The Art of Film (Harvard U., Core Curriculum / Visual and Environmental Studies)

- Teaching Fellow to Prof. David Rodowick – Fall 2008

Cinéma et culture française, de 1896 à nos jours (Harvard U., Core Curriculum)

- Teaching Fellow to Prof. Tom Conley – Fall 2006

Stefanie A. Goyette
INSTRUCTOR OF RECORD

Mean scores: <i>Autour de la table</i> (medieval -> 18 th survey), Northeastern University, Spring 2014	
<i>(5 = almost always effective, 1 = never effective)</i>	
Overall – instructor’s teaching	4.2
Department mean	4.2
<i>(5 = highest, 1 = lowest)</i>	
The syllabus helped me to learn	4.0
The textbooks helped me to learn	4.0
The materials posted online, including Blackboard, helped me to learn	4.4
The out-of-class assignments helped me to learn	4.2
The lecture helped me to learn	4.2
The in-class discussions helped me to learn	3.4
The classroom technology helped me to learn	3.6
I found this course intellectually challenging	4.6
I learned a lot in this course	4.0
I learned to apply course concepts and principles	4.2
I developed additional skills in expressing myself orally and in writing	4.8
I learned to analyze and evaluate ideas, arguments, and points of view	4.8
Has students apply concepts to demonstrate understanding	4.6
The instructor possessed the basic communications skills necessary to teach the course	4.2
The instructor clearly communicated ideas and information	4.4
The instructor clearly stated the objectives of the course	4.4
The instructor covered what was stated in the course objectives and syllabus	4.4
The instructor came prepared to teach	4.8
The instructor used class time effectively	4.4
The instructor provided sufficient feedback	4.8
The instructor fairly evaluated my performance	4.8
The instructor is someone I would recommend to other students	3.8
The instructor treated students with respect	5.0
The instructor acknowledged and took effective action when students did not understand the material	4.6
The instructor was available to assist outside of class	4.6
The instructor displayed enthusiasm for the course	4.8

Qualitative evaluations (available as a PDF on request)

Q: Describe instructor's strengths, areas for improvement, and any additional comments.

- Passionate teacher with vast knowledge of the subject. Would definitely recommend!
- I think the best thing about Prof. Goyette is that part-way through the semester she sent out an evaluation to the class to critique and make suggestions to improve the course. I really appreciated that she responded to the suggestions and made a lot of adjustments that improved discussions in class and my understanding of the material.

Q: Please comment on the strengths of this course and/or ways to improve this course.

- This course was very disorganized at the beginning, which improved some towards the end. Most students were not taking this course for a major, but for a minor and taking that into account, the workload was extremely heavy.
- The most intensive/comprehensive French class I have taken at Northeastern. Please offer again!!

INSTRUCTOR OF RECORD

Mean scores: French 1, MIT; Fall, January, and Spring 2014	
<i>(7 = excellent, 1 = poor)</i>	
Fall '13: Overall – instructor's teaching	6.7
Fall '13: Stimulated interest	6.8
Fall '13: Displayed thorough knowledge of material	6.9
Fall '13: Helped me learn	6.9
<i>(7 = excellent, 1 = poor)</i>	
January '14: Overall – instructor's teaching	6.8
January '14: Stimulated interest	6.8
January '14: Displayed thorough knowledge of material	6.9
January '14: Helped me learn	7.0
<i>(7 = excellent, 1 = poor)</i>	
Spring '14: Overall – instructor's teaching	6.3
Spring '14: Stimulated interest	6.5
Spring '14: Displayed thorough knowledge of material	6.6
Spring '14: Helped me learn	6.4

Qualitative evaluations (available as a PDF on request)

Fall '13 – Q: Comments on teaching (strengths, areas for improvement)

Student 991 - Stefanie was a really great professor. I really enjoyed having her. She made learning French very fun!

Student 5653 - Loved the class. I've never taken a course immersion style and it was a really great experience. I enjoyed her methods and I learned so much.

Student 6355 - Clearer syllabus and homework assignments

Student 16560 - A lot of great energy and enthusiasm. Always eager to help us understand a concept we are confused about. I think the instruction was phenomenal.

Student 28442 - Prof. Goyette was very good at explaining concepts and organized. In class activities were very beneficial and class was always very interactive so we were never bored!

January '14 – Q: Comments on teaching (strengths, areas for improvement)

Student 829 - I think Professor Goyette did an excellent job given the short amount of time we had to learn the material. I was a little daunted on the first day when she started speaking in French right away, but I'm really happy she pushed us to understand oral French.

Student 3580 - Fantastic teacher! I would highly recommend this class to anyone with even a slight interest in learning French. The teacher is obviously very passionate about her work. The one suggestion I have is that students be pushed to ask questions in French- at least towards the end of the class.

Student 3585 - She was incredible! Ensured that we thoroughly understood the material, kept us engaged, stayed energized, utilized several teaching approaches, and developed a positive relationship with all of her students. We all really liked her, too!

Spring '14 – Q: Comments on teaching (strengths, areas for improvement)

Student 16749 - Great energy every day and good job making everyone participate and practice. Areas for improvement: give important instructions and homework assignments in English..

Student 11810 - Fun in an ironic way, engaging. Really only con is she isn't a native speaker and sometimes had to look up obscure vocab. Some students struggled when she explained instructions (esp. about homework) in French.

Student 29296 - Very helpful and great and correcting mistakes in a gentle manner.