

**Kathryn Anne Dettmer**

[kad46@drexel.edu](mailto:kad46@drexel.edu)  
[kdettmer@sas.upenn.edu](mailto:kdettmer@sas.upenn.edu)

**EDUCATION**

<b>TESOL certificate</b> , Drexel University	2012
<b>MEd Curriculum, Instruction and Technology in Education</b> , Temple University, CITE Concentration on teaching French and foreign language	1997
<b>Czech language proficiency certificate</b> , Univerzita Karlová, Prague, CZ	1992
<b>Graduate TFL course work</b> , United States Peace Corps, Pre-service Training	1992
<b>MA French Literature</b> , Washington University, St. Louis, MO	1990
<b>BA French Language and Literature</b> , Boston University, Boston, MA Junior year abroad, Université de Grenoble III, Grenoble, France French literature and French politics focus	1988

**PROFESSIONAL CERTIFICATION**

PA Certified French K-12

**TEACHING EXPERIENCE**

**University of Pennsylvania, French and Francophone Studies** 2018-present  
Lecturer of French

**Current course offerings**

**FREN 110 Elementary French I**  
**FREN 120 Elementary French II**

The Elementary French sequence covering the basic vocabulary and grammar needed to discuss daily wants and needs. Competency based learning featuring extensive in class practice (5 hours a week), compositions, in person and recorded presentations, exams and quizzes. All assessment materials are developed in collaboration with the course level team. Assessment materials always include reading passages and compositions. Music and film are used in class teaching. Materials developed for this sequence include many in class activities, Powerpoint presentations, games and grammar tutorials. Working to produce a list of “right level” texts, fictional and nonfictional, for students of 120 who want to begin reading longer authentic texts. Moved classes on line due to switch to virtual learning and taught both in a hybrid synchronous/asynchronous format.

**Widener University, Department of Modern Languages** 2018-present  
Adjunct Instructor of French

**Current course offerings**

**FREN 101 and 102**

Introductory French sequence covering the basic vocabulary and grammar needed to discuss daily wants and needs. Competency based learning featuring in class practice, frequent homework and quizzes to provide low stakes feedback to students. Designed and administered oral and written exams. Music and current events used in class teaching. Materials developed for this sequence include many quizzes, tests, activities, games and grammar tutorials. Students also have had a pen pal relationship with a Peace Corps Volunteer's students on Comoros. Moved French 102, on line, to a synchronous virtual format in Spring of 2020, with one week notice.

### **FREN 201 and 202**

Intermediate French focused on reviewing and deepening student knowledge of grammar, writing, vocabulary and conversation skills. French written homework, including writing definitions for vocabulary words, allows students to receive a great deal of low risk feedback. Students present twice a term, in front of the class, on various topics, including popular music, current events and their ideas about the future. Written quizzes and exams given. Students correspond with the students of a Peace Corps Volunteer on Comoros. Students in the 202 level read *Le Racisme expliqué à ma fille* by Tahar Ben Jelloun. Materials developed for this sequence include many quizzes, tests, activities, games and grammar tutorials. As the sole instructor of this level, I was given free rein to re-imagine and revamp this level. Students in the 202 level participate in the Rendez-vous Littéraire from the Bibliothèque des Amériques, reading *Histoire de galet* by Marie Cadieux in spring 2020 and meeting with her, via Zoom, in late April. Moved 202, on line, to a synchronous virtual format in Spring of 2020.

### **FREN 301 and 302**

The third year French sequence is focused on reviewing and deepening student knowledge of grammar, writing and conversational skills. Discussion, reading and writing are focused on controversial current social justice topics, including racism and anti-Semitism, refugees and immigration, the rights of women and education reform. Students learn vocabulary and complex structures to be able to discuss their feelings and knowledge. Students are also encouraged to make comparisons between the readings and the situation in the United States today. Students are assessed using in class presentations, quizzes, short essays and hand in homework (which always includes a reaction to a reading, a listening activity, definitions of vocabulary words and an exercise to practice a grammar point). Materials developed for this sequence include many quizzes, tests, activities, games and grammar tutorials. Students are expected to produce a CV and lettre de motivation to help in their job searches. Students practice interviewing for positions in Francophone companies.

### **FREN 305 – France and its place in the world -Fall 2019**

New course focused on France, French culture and how one perceives culture. Topics covered include geography, history, current events, and language development and usage. In class discussion of readings and of ideas are the primary focus. Students present several times during the course of the term and work collaboratively on a creative presentation of what France is, now, to them, inspired by the topics covered in class. While the focus is on content, grammar and vocabulary issues will be covered as they come up in discussion and in writing. Extensive use of video realia to spur in class discussion.

**Drexel University, Department of Global Studies and Modern Languages**  
Adjunct Instructor of French

2002- present

### **Current course offerings**

#### **FR100 level French sequence**

Introductory French sequence covering the basic vocabulary and grammar needed to discuss daily wants and needs. Competency based learning featuring in class practice, frequent homework and quizzes to provide low stakes feedback to students. Oral and written exams given. Music and current events used in class teaching. Materials developed for this sequence include many quizzes, tests, activities, games and grammar tutorials.

#### **FR200 level French sequence**

Intermediate French focused on reviewing and deepening student knowledge of grammar, writing and conversational skills. Discussion, reading and writing are focused on controversial current events topics. Students learn vocabulary and complex structures to be able to discuss their feelings and knowledge. Students are assessed

using in class presentations, quizzes, hand in homework (which always includes a reaction to a reading, a listening activity, definitions of vocabulary words and an exercise to practice a grammar point). Materials developed for this sequence include many quizzes, tests, activities, games and grammar tutorials. Prior to the use of this textbook, I frequently read *Le Racisme expliqué à ma fille* de Ben Jelloun with FR 203 and had students writing CVs and cover letters in FR202.

### **FREN 310 Advanced Writing and Speaking**

Course work focuses on improving all language skills with an emphasis on writing and class discussions. Class discussion and writing center around the theme of Beauty and the Beast and works read, seen and discussed include poetry, popular music, classic and modern film, graphic novels, the original fairy tale and *Silence de la mer* de Vercors. The writing process is explored and a final paper is built step by step. Materials developed for this course include grammar tutorials, quizzes, tests, activities, grading rubrics.

### **FREN 350 : Les Infos ou les Infaux : les Medias en France –summer 2019**

Media bias is explored using different forms of media and different media outlets. Students learn to recognize bias and identify the bias of the major newspapers in France. Students look for evidence of bias in film, news reports and television shows. Satire is discussed. The information is framed by examining the Dreyfus Affair, editorial cartoons, the attack on Charlie Hebdo, and the dangers facing journalists in the modern world. This course is taught entirely on-line, in an asynchronous manner. The discussion consists of answers to discussion questions and then responses to those answers. Students contribute to the discussion by adding on to or questioning the ideas found in other posts. Students must post on 4 of the 7 days of each week to earn full credit for participation (this is considered attendance). Students are required to keep a reading reaction journal and to make two shorter video presentations to the class. Students work on group presentations, to be presented to the class, during the final week of class. These presentations are focused on a particular issue facing the French people, examined through the lens of several different media sources. There is a thread in which grammar and vocabulary issues are addressed and questions about that may be asked. There is also a weekly questions thread. Professor approach to the discussion is Socratic in nature and designed to steer the conversation where it needs to go.

### **FREN 410 Les Chemins des mots**

This course focused on how words are formed, morphology, how words form meaning, semantics, and how words reflect and enrich the culture that engendered them. In this class, students explore the building blocks of French words, the origins of idiomatic expressions, proverbs and slang and observe them all in a novel, *L'Élégance du hérisson* by Barbery, which allows the students to see how these words and expressions act in their natural environment.

### **Retired courses**

#### **300 level sequence**

This sequence (311, 312, 313) was focused on reviewing and deepening student knowledge of French grammar and writing skills. Introduced reading to this level. Some of the texts read included *Candide* by Voltaire and works by de Maupassant.

#### **Lang 180 Prague, Czech language and culture: An overview**

Fundamentals of Czech language and culture to prepare students for studying in Prague. Course taught intensively over three week period. Focused on the language needed to perform everyday tasks and carry on very simple conversations. Culture studied by reading and discussing important Czech texts, both fictional and nonfictional, listening to music, watching a film and clips of several others, and briefly studying photography, history and architecture. Texts included works by Nemcová, Havel and Kundera, among others. Students were assessed on papers, in class presentations and class participation. Materials developed for this class include a Czech language text and accompanying activities.

#### **Lang 180 Culinary French**

Topics included foods, spices, and cooking techniques, as well as introductory grammar and conversation. Students were assessed using quizzes and in class participation. Materials developed for this course included quizzes, an elementary culinary textbook and accompanying activities.

**Medical French** – course developed for Drexel Medical School students preparing to go to Cameroon. Topics included triage questions, body parts, greetings, current events and music from Cameroon and many others. Focus was on oral language learning. Materials developed for this course included an elementary medical French textbook and accompanying activities.

**University of Phoenix**

2009 - 2015

On-line Instructor

**Courses taught**

Effective Essay Writing

University Composition and Communication I

University Composition and Communication II

Courses focused on teaching community college level students the writing skills they need to succeed at university. The writing process was taught and used by students to writing persuasive and expository research based essays. Discussion and feedback all provided on line. Developed many English grammar tutorials for my students, who lacked basic grammar skills due to poor preparation or because English was their second language.

**University of New Orleans, Prague Summer Seminars**

2008 - 2010

Instructor

**Courses taught**

**Czech Language and Culture**

Language and culture are integrally linked. This course served as an introduction to both the language and the culture of the Czech Republic. Daily language lessons coupled with lectures, readings and field trips were designed to enable the students to truly make the most of their study abroad experience.

**Reading Prague**

The physical, historical, and cultural context of a story can give the reader greater insight into a writer's work. Prague has been the setting for many great works of literature. Students visited the settings of short stories and novels and explored the history behind them. Trips and lectures preceded reading and gave the students the optimal reading experience. Students read novels and short stories by Weil, Hrabal, Neruda, Kafka, and others.

**Czech and American National Myths: a comparative study**

What we teach our children about our country informs their actions later. Both the Czech Republic and the United States of America have an abundance of useful myths. A comparative examination of some of these myths lead to a better understanding of the history and cultures of both countries. Students read and discussed the myths surrounding figures such as Libuše, Jan Neopomocky, the Golem and Fučík, among others, on the Czech side and the myths surrounding Columbus, the Pilgrims and the American Revolution, among others, on the American side. Topics included the creation of myths, what purpose and who a myth serves, debunking myths, and modern myth creation.

All courses included an extensive use of the city of Prague as a teaching tool and canvas and experiential learning through field trips.

**UNIVERSITY SERVICE**

**Widener University**, Co-administrator of the Widener at French Facebook page

current

Set up all university Peace Corps recruiting event in March, 2019	2019
Planned and ran French café events, including a “speed dating” meet & greet and a workshop on curse words in French	2018-2020
Set up and curates the French at Widener Spotify channel	current
<b>Drexel University</b> , Faculty Learning Community Member – Teaching International Students	2015
Set up and curates the Drexel French Spotify channel	current

### **SERVICE TO PROFESSION**

**Women in French** – edited and translated the new Women in French website.

### **PUBLICATIONS**

Women Singing in French: An Annotated Bibliography of Francophone Women Singer/Songwriters, with Dr. Christine Moisset– **Women in French Newsletter**, Spring 2020.

A Classroom for Everyone: Creating French Courses that Embrace Learning Differences, with Brenda Dyer– a chapter in *Rethinking the French Classroom: Innovative Approaches to Teaching Diversity and Inclusion* – Ed. Nicole Meyer and Eilene Hoft-March, 2021 from Routledge.

Translation of two poems by Halas, from the Czech, in *DoubleSpeak*, Spring 2022.

### **CONFERENCE PRESENTATIONS**

Remembrances of Assessments Past: Lessons learned from shifting assessments on line in the French classroom, with Brenda Dyer, Snapshot session, Drexel University Annual Conference on Teaching and Learning Assessments, September 10, 2020.

Picard, his eyes open: Getting students to lose the Universal Translator and embrace the realia, with Michael Boglovits at The Northeast Association for Language Learning Technology, March 12-13, 2021.

Dès le début: Enseigner avec des chansons au niveau débutant du FLE, with Dr. Christine Moisset, Congrès 2021 des Sciences Humaines, University of Alberta, Canada, May 27-June 4, 2021.

Best Practices for Teaching Modern Language Inclusively for Learning Differences, with Brenda Dyer, 2022 Modern Language Association Annual Conference, Washington DC, January 6-9, 2022

### **RELATED PROFESSIONAL SKILLS**

Learn platform – fluent

Canvas – fluent

Moodle - notions

Field trip planning

Community outreach experience

Teaching an entirely on line class, leading and grading on line discussions, dealing with problem students in an on line environment

Curriculum development, implementation, adjustment, assessment

### **CURRENT AREAS OF INTEREST**

#### **Literary Translation**

Currently translating the YA novel *Le Voyage de Yao* with the permission of Véronique Tadjo, an a story of Diaspora and Africa

Currently translating the Czech novel *Děti a Dýka* by František Langer - The Children and the Dagger, a story of the infiltration of the children in a Nazi occupied Czech town

Currently translating poems by František Halas from Czech to English

#### **Research**

Eluard, Kalandra, the Czech show trials and the transformation of a poet of love to a poet of Stalin

Francophone popular music and the use of music in the language classroom

Teaching to learning differences in the language classroom

French morphology

Foreign student experience at university in the United States

Machine learning and language translation

### **FELLOWSHIPS**

Returned Peace Corps Fellowship in Education, Temple University, PA 1995-1997

Graduate Fellowship, Washington University in St. Louis, MO 1989-1990

### **HONORS AND ACHIEVEMENTS**

Girard College yearbook teacher dedication 1999

Featured as a graduation story Temple University graduation. 1997

Selected to represent Peace Corps Fellows Program at the Presidents' Summit on Volunteerism 1997

Cum Laude graduate, Boston University, Boston MA 1988

Barbara Argote Award in French, Boston University, Boston, MA 1988

### **RELEVANT PROFESSIONAL EXPERIENCE**

**American Philosophical Society**, Philadelphia, PA 2022-present

Translator/Research Assistant to the Head Librarian

Translations and research related to André Michaux, 18<sup>th</sup> century botanist and agent of the French government, involved in a plot to overthrow the Spanish in the Louisiana Territories. Translated Franklin's Spruce Beer Recipe.

**University of New Orleans Prague Summer Seminars** 2008-2015  
Drexel Liaison, Assistant to Program Director, Program Director

Duties as Drexel liaison include working with the two universities to ensure that students are well and progressing in their work, that classes are given proper credit and transfer, that students needing to change classes go about it properly, and facilitating communications between the two universities. Staffed office and handled communications with Czech language speakers. Throughout school year, worked to plan the program for the summer. Assisted instructors with the planning and implementing of field trips. Assisted instructors with problems arising in the classrooms. Responsible for planning and supervising field trip to Český Krumlov.

**Girard College, Philadelphia, PA** 1995-2000  
French Teacher

Taught French in grades 7, 9, 11 and 12. Developed and taught senior French honors class in which students read poetry and novels. Wrote first school-wide second language curriculum. Selected texts and wrote budget requests for the second language department. Arranged and supervised an 11<sup>th</sup> and 12<sup>th</sup> grade trip to Québec for thirty students in 1998. Mentored new teachers in department. Senior class advisor 1997 and 1999. Organized a school-wide Peace Corps Day in the spring of 2000. Taught many electives including: college essay writing, poetry writing, knitting and crochet.

**Lincoln High School, Philadelphia, PA** 1995  
Student teacher

**Westhampton Beach School System, Westhampton Beach, NY** 1995  
Substitute teacher

**United States Peace Corps Volunteer in the Czech Republic** 1992-1994  
English Instructor, Gymnasium Valašské Klobouky

Taught English grammar and conversation in grades 9-12 without textbook support. Planned and taught 2-hour third and fourth year conversation seminars. Worked with English department to revise and improve teaching materials and techniques and update the topics for the school leaving examination. Acted as head tester for leaving examination. Organized pen pal exchanges between my students and students in Namibia and the United States. Helped organize and chaperone a student exchange with a Swedish school. Prepared students for and judged a district-wide English conversation competition. Taught French to a group of students and teachers without textbook support. Taught beginning English for a group of teachers and adults from the community. Organized an English club for local elementary school teachers and adults from the community that met monthly to discuss teaching methods and schools in English. Served as demonstration teacher for Zlín district.

NGO KOSENKA, Valašské Klobouky, the Czech Republic

Taught basic and advanced English conversation with an environmental slant for NGO members and friends. Planned and taught weeklong beginning, intermediate and advanced conversation classes during the annual summer meadow mowing. Organized, supervised and advised a group of high school students teaching English to a group of

elementary school students. Interpreted for French and English speaking visitors to the center. Translated and wrote grant applications.

**Food and Wines from France**, New York, NY 1991-1992  
Bilingual Receptionist, Bilingual Public Relations Assistant

**Missouri Historical Society**, St. Louis, MO 1990  
Translator  
Historic document translation for research on first governor of Missouri territories

**Big Apple Circus**, New York, NY 1989  
Roustabout and translator

Translated documents for performer visa applications

### **LANGUAGES**

English – native speaker  
French – fluent  
Czech – excellent  
Spanish – reading with dictionary

### **PROFESSIONAL ORGANIZATIONS**

Modern Language Association  
ACTFL  
Women in French

### **REFERENCES**

Kathryn McMahon  
Director of the French Language Program  
French and Francophone Studies  
University of Pennsylvania  
521 S. 36<sup>th</sup> Street  
Philadelphia, PA 19104  
(215) 898-7440

Stephanie Schechner  
Chair of Modern Languages  
Professor of French  
Widener University  
Freedom Hall 221  
Chester, PA 19013  
[saschechner@widener.edu](mailto:saschechner@widener.edu)  
(610) 499 - 4346

Brenda Dyer  
Associate Teaching Professor of French  
Director Modern Languages  
Drexel University  
Department of Global Studies and Modern Languages



Academic Building  
101 N. 33<sup>rd</sup> Street, 3<sup>rd</sup> floor  
Philadelphia, PA 19104  
[bad24@drexel.edu](mailto:bad24@drexel.edu)  
(215) 895- 1208

Mary Hicks  
Study Abroad Advisor for Freeman School of Business  
Tulane University  
Center for Global Education  
6901 Willow Street  
New Orleans, LA 70118  
[Maryhicks4@tulane.edu](mailto:Maryhicks4@tulane.edu)  
(504) 865-5436

Simone Schlichting-Artur  
Teaching Professor of German  
Drexel University  
Department of Global Studies and Modern Languages  
Academic Building  
101 N. 33<sup>rd</sup> Street, 3<sup>rd</sup> floor  
Philadelphia, PA 19104  
[schlichs@drexel.edu](mailto:schlichs@drexel.edu)  
(215) 895 – 1208