Dear colleagues,

Hopefully anxiety dreams have now passed with drop and add and we’re moving on to brighter pastures. In the event you’re interested for the next time around, here’s a secret one of our colleagues shared: “I sleep well because I know that whatever happens our sun is going to explode in 5 billion years”. (Scientists, please, no comment, let our colleague sleep peacefully…).

We now have rooms assigned to our events so far:

***Informal lunch conversations***(in G-102 - bring your lunch): 12-13h15 on Tues., Sept. 13, Sept. 27, Oct. 11, Oct. 25, Nov. 8, and Nov. 22

**NOTE: Our first lunch conversation is this Tuesday 12-13h15 in G-102** – We’ll start this week by talking about how the first week went, what we do in our first classes, how to deal with drop and add and inconsistent student attendance in the first week, etc.

***Mellon Pedagogical Seminars***: 17-18h30 on Wed., Oct. 5 (C-104) and Nov. 9 (C-102)

Theme: *Electronic Devices and the Classroom*

***Teaching with the Visual History Archive***, workshop organized by Brian Schiff, the Schaeffer Center, 17-18h30 on Wed., Sept. 28 (C-104).

I would also like to mention an opportunity that has been extended to the AUP teaching community. Marsha and Ken Bain sent us a request for submissions of samples of **an invitational (promising) syllabus for possible inclusion in their new book**. If you’re interested, please send me your invitational syllabus by Wed. Sept. 28. Marsha’s request is below, and I’m attaching the handout on the promising syllabus that Ken sent us during his workshops last year.

From Marsha: “We are planning a new book on the promising or invitational syllabus and we would like to include some professors from The American University of Paris.  We know you have some examples of a good promising/invitational syllabus. The book will consist of 12-15 models of the invitational or promising syllabus, along with Ken's commentary on each one. It will also include an overall explanation of the ideas and research on this kind of syllabus.

This type of syllabus consists of 3 basic elements:  an invitation into the class (often raised with questions and stories); what students will be doing to accept the invitation (formally known as requirements); and the beginning of a conversation about how the professor and the students will come to understand the nature and progress of student learning (formerly known as grading policies).”

Please don’t hesitate to contact me if you have questions about any of the above.

A good week to all!

Rebekah