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Above all else, the language profession must move beyond a simple computer functional competence (knowing how to use the tools) toward both a critical competence (realizing what the tools are good for) and then, finally, to a rhetorical competence (understanding how these tools will help transform the learning environment). The word “rhetoric” normally implies skill in the effective use of speech. But in this case it refers to skill in the effective use of technology in service of learning a foreign language. This new rhetoric requires both students and teachers to put into action a new way of viewing the world mediated by a new language and a new technologically assisted learning environment. [Blake, 2008, p. xv]

Blake, R. J. (2008). *Brave new digital classroom: Technology and foreign language learning*. Washington, D.C.: Georgetown University Press.

Course Description

This quote from one of our course textbooks illustrates our current situation with the ever-changing face of technology and points us in the direction of a new worldview in terms of how technology plays a role in language acquisition and teaching. In developing this new rhetoric, we will review web applications for online foreign language instruction, hybrid learning and distance learning. We will also investigate technology as it relates to traditional classroom teaching (e.g. software, Smart Boards, etc.) as well as online or at-a-distance education (e.g. mobile devices, apps, socially mediated networks, etc.). For both environments, we will discuss how to develop online tasks, create interaction online, construct web pages and give feedback (especially with computer-mediated communication). Lastly, we will evaluate the implications of technology on learning strategies, course designs and assessments.

Instructional Objectives

The following objectives should provide the educator with the ability to critically assess technology use in a classroom. That same educator should find ample practice in designing, evaluating and creating appropriate technology-infused practices through these instructional objectives:

1. Identify appropriate technology resources for foreign language classrooms.
2. Integrate select technology items into a traditional or online class setting.
3. Locate appropriate software, applications or devices for language classroom use.

4. Assemble a portfolio of current research articles related to technology use in teaching.
5. Modify activities, lessons and/or materials to include technology-infused practice.
6. Describe implications for technology use as it relates to learning strategies and course design.
7. Compose a persuasive essay on a technology-related topic.
8. Propose an ideal language laboratory or technology-infused classroom.

By the end of this course, you should be prepared to provide pedagogically sound and technologically enhanced instruction for foreign language and second language students in the K - 16 realms. Additionally, you should be ready to implement practices that include word processing, presentation software, authoring software, synchronous and asynchronous telecommunications, webpage design tools, and search engines to engage students in conversations of all kinds.

This course is an essential foundation for aspiring foreign language teachers and fulfills many of the educational objectives laid out in the Master of Arts degree in Foreign Language Teaching (MAFLT) handbook. In particular, this course enables students to integrate technology into the teaching of target language and culture(s) and provide leadership in their chosen field of language teaching. For more information, please refer to the program handbook and/or communicate with your advisor.

Required Course Materials

We will utilize the vast ejournal and ebook database through the MSU Library. The following etexts provide our foundational readings. You may also refer to the recommended course material list for other readings that you may find helpful.

Abraham, L. B., & Williams, L. (2009). *Electronic discourse in language learning and language teaching*. Philadelphia, PA: John Benjamins Publishing Co. ISBN: 9789027290557

Blake, R. J. (2008). *Brave new digital classroom: Technology and foreign language learning*. Washington, D.C.: Georgetown University Press. ISBN: 1589012127

Evans, M. (2009). *Foreign language learning with digital technology*. New York: Continuum International Publishing Group. ISBN: 9781847060419

Thomas, M., & Reinders, H. (2012). *Task-based language learning and teaching with technology*. London: Continuum International Publishing Group. ISBN: 9781441101532

For the references with an ISBN listed, please copy and paste this number into the homepage for the MSU library (<http://www.lib.msu.edu/>) and it will direct you to a link where you can access this resource/ebook. We may utilize other references this semester and I will place them within the course modules or provide links in D2L as appropriate.

Recommended Course Materials

If you need more help or references for some of the topics covered, please consult the following

resources. Some are located online, while others are located in the MSU library. For physical books, refer to the MSU Call Number.

Cohan, A., & Honigsfeld, A. (2013). *Breaking the mold of education: Innovative and successful practices for student engagement, empowerment, and motivation*. Plymouth, UK: Rowman & Littlefield Education. MSU Call #: LB1065 .B743 2013

Philp, J. & Tognini, R. (2009). Language acquisition in foreign language contexts and the differential benefits of interaction. *IRAL*, 47(3/4), p. 245-266.

Stenlev, J. (2003). Cooperative learning in foreign language teaching. *Sprogforum*, 25. Retrieved from <http://inet.dpb.dpu.dk/infodok/sprogforum/Espr25/Stenlev.pdf>

Vavra, S., & Spencer, S. L. (2011). *Clash!: Superheroic yet sensible strategies for teaching the new literacies despite the status quo*. Charlotte, N.C: Information Age Publishing. MSU Call #: LB1028.3 .C6 2011

Course Ground Rules

You are expected to conduct yourself professionally in all learning situations. You will be engaged in discussions/reflections as a class. We are all growing in our knowledge and our identities as teachers and we must all work to nurture that growth in ourselves and our colleagues. To that end, everyone is expected to be prepared (i.e. readings, assignments, etc), to share thoughtfully and respond respectfully, and approach each new topic as a professional growth experience. Discussions of language, culture, and identity can evoke strong reactions. It is our responsibility as educators to examine and reflect upon our own reactions and to engage thoughtfully in debate and conversation. Our goal is always to be the best educator we can be and be open to new ways of thinking about teaching and learning. I will do my best to model what I believe to be good practices, and I welcome all constructive feedback and questions. An additional expectation is that students will **use technology effectively** to complete assignments and to communicate within the course. If you have any needs in this area, please contact me so that we can find the appropriate solution for you among the many technology support entities available at-a-distance. I will respond to all emails within 24 hours during weekdays, and within 48 hours on weekends. Grades will be posted within 5 days of assignment submission.

Communication

Communication is an important factor in the success of this course. In order to fulfill the course requirements, you must communicate with me and other students as necessary. You are expected to communicate with me as a learning resource, reply to emails, follow deadlines and check D2L frequently for announcements/updates in the assignments. Lastly, you must actively participate in all class activities.

Course Changes

The instructor reserves the right to modify, add to, or delete assignments, projects, assessments, etc. Any *necessary* changes to the course syllabus will be posted on D2L and/or placed in an announcement or email.

Required Technology and Technical Skills

Due to the constructivist nature of this course, the required technology and technical skills will vary by student design. Beyond the usual D2L tools, I will also use YouTube videos, audio files (in MP3 format), documents/handouts in pdf format, and image files. For the audio files, I have provided written scripts (in pdf format) in the event you are unable to access them. For other issues, do contact me so I can find a suitable solution. For many of the course assignments, you will choose the tech item you would like to explore/utilize. I can offer some support for many of these applications/websites and we can also utilize the help desk if the issue relates to D2L or another MSU sponsored application (e.g. Google Apps, Zoom meetings, etc.). Do visit <http://help.d2l.msu.edu/> whenever you need to. You can call toll-free within North America at (844) 678-6200 or fill out their contact form if you are outside of North America (<https://contact.cl.msu.edu/contact.php?service=DLSD2L>)

Grading Criteria

In accordance with university guidelines, the following percentages represent the final course grading scale:

94% or above	4.0	Student met all requirements for the course, performed exceptionally , and exceeded expectations .
88% to 93%	3.5	Student met all requirements for the course and performed very well .
82% - 87%	3.0	Student met most requirements for the course and performed reasonably well .
76% - 81%	2.5	Student met some requirements for the course and performed adequately .
70% - 75%	2.0	Student met only a few requirements for the course and performed at a less than satisfactory level.
65% - 69%	1.5	Student did not meet requirements for the course and performed at an unsatisfactory level.
60% - 64%	1.0	Student did not meet requirements for the course and performed poorly .
Below 60%	0.0	Student failed the course

Method Determining Final Course Grades

Grading Scale: The final grade will be based on the following 100 percent scale:

Assignment	Percent
<i>(1) Language Lab or Tech-Infused Classroom Paper*</i>	(25%)
<i>(2) Persuasive Research Paper on Course Topic*</i>	(25%)
<i>(3) Tech-Infused Mini-Lessons*</i>	(20%)
<i>(4) Tech-Based Literature Reviews</i>	(10%)
<i>(5) Student Led Discussions</i>	(10%)
<i>(6) LIST SERV Subscription and Participation Reflection</i>	(5%)
<i>(7) Personal Practical Knowledge (PPK) on Tech Use</i>	(5%)

*MAFLT Portfolio Assignment – Maintain copies of these assignment to revise (as needed) and submit to your Portfolio for course FLT 898. For more information on this Portfolio go to the MAFLT Community site at <https://d2l.msu.edu/d2l/home/115561> and view the Final Portfolio Module in the

Content Area. You can also view more information in the MAFLT student handbook:
<http://maflt.cal.msu.edu/files/9714/6886/2901/MAFLTHandbook07-18-2016.pdf>

Late Submission Policy

You must notify the instructor by email when submitting any assignment past the due date. **The highest score any late assignment can receive is a 2.5.** The only exception to this policy is for students experiencing undue hardship who have notified the instructor prior to the due date. All submissions must be turned in and the instructor notified no later than the last week of class. Any work received after this week will not be assessed for course credit. All assignments must be completed on time to receive full credit.

Course Requirements

In addition to active participation online, following along with the assigned readings, and contributing to a collaborative learning community, you will complete the following assignments over the course of the semester. Look for all details within the appropriate module in D2L for each assignment.

Language Lab or Tech-Infused Classroom Paper*

Propose an ideal language lab or tech-infused classroom based on the knowledge from this course - OR- investigate an existing lab or classroom and critique its facility and provide recommendations for improvement. *MAFLT Portfolio Assignment – Maintain a copy of this assignment to revise (as needed) and submit to your Portfolio for course FLT 898. (This assignment is aligned with instructional objective 6 & 8)

Persuasive Research Paper on Course Topic*

Choose one topic from within the course topics and find two articles that further discuss it and one article that critiques it. After introducing the topic, briefly summarize each article, critically assess the main points within the articles, take a stand on the topic and thoroughly discuss the implications for practice. Be sure to provide citations and a reference list. *MAFLT Portfolio Assignment – Maintain a copy of this assignment to revise (as needed) and submit to your Portfolio for course FLT 898. (This assignment is aligned with instructional objective 6 & 7)

Tech-Infused Mini Lessons*

You will design three mini-lessons from the following areas: (1) a mini-lesson using some kind of presentation software; (2) a mini-lesson using a web-based/ software/application alternative to pencil and paper test and (3) a mini-lesson using one piece of multimedia software/application from any source. In each mini-lesson, you choose the lesson content, the audience, the length of time and the technology items. I will provide examples of work that you can use for inspiration. You will also peer review at least 2 of your colleagues' mini-lessons for each of the submissions and provide suggestions for extension activities, alternative activities and/or different directions to go in. You will submit your mini-lessons to the discussion board and conduct the peer reviews there as well. *MAFLT Portfolio Assignment – Maintain copies of each mini-lesson. You will only need to submit a minimum of 1 mini-lesson, but I encourage you to upload more than one mini-lesson to your portfolio. (This assignment is aligned with instructional objective 2, 5 & 6)

Tech-Based Literature Review

Select three articles total from online journals, chapters from books or tech-related magazines that focus on a specific classroom technology topic. For each choice, submit the full APA reference and write a three paragraph summary following the guidelines in the Assignments link in D2L. In addition, read one of your colleagues' submissions and provide 2 briefs comments (using the comment features

in Google Docs) for each submission. I encourage you to vary the colleagues you review with each submission. (This assignment is aligned with instructional objective 4)

Student Led Discussions

During each module, two or three students will be responsible for posting a question, thought or comment on any topic concerning the readings, the content or the themes within the appropriate module. The rest of the class should comment as appropriate. I do not have any set expectations for participation, but I do encourage each of you to join as many conversations as you can. At a minimum, you must participate in at least one thread per module to receive credit. My hope is that this type of interaction can help us form a collegial working community and you may develop a professional relationship that can lead to collaborating on some of the other course assignments. (This assignment is aligned with instructional objective 1, 3, & 6)

LIST SERV Subscription and Participation Reflection

Subscribe to a LISTSERV, (such as FLTEACH, SNS, DLI, etc.) according to your area of specialization and show evidence that you have subscribed and actively participated. You should "lurk" for 5-6 weeks without actively participating in the discussion, at which point you should post a response to a thread and show evidence of having posted this response by including scanned print-outs or screen shots. In addition, you will post a description of the LISTSERV and a paragraph about your thoughts and impressions of your experience. If you have already participated in a non-MSU related LISTSERV, please contact the instructor to see if your participation will fulfill the intent of this assignment (though you will still need to complete the description, thoughts and impressions of the LISTSERV). (This assignment is aligned with instructional objective 1, 3 & 6)

Personal Practical Knowledge (PPK) on Tech Use

Fill out the template on your own use of technology in your daily and academic life. Be sure to include answers to the thought questions after the two charts. Look for the template and more details within Module 1 in D2L. (This assignment is aligned with instructional objective 1 & 3)

Policy on Working Collaboratively:

Working with others is not only allowed in this class, it is encouraged! In fact, you might consider working together if other students work with the same language group as you do. Of course, you might also consider working with other language groups. The following assignments are pair or small group friendly (small groups should be no more than 4 students per group): **Language Lab or Tech-Infused Classroom Paper and the Persuasive Research Paper on Course Topic**. I can open group tools within D2L for your pair or small group, though I recommend utilizing the Google Drive tools available to you as an MSU student (<http://googleapps.msu.edu/>). Please contact me if you were interested in learning more about collaborative tools. If you decide on this course of action, the following three maxims of respect will be followed when considering collaboration for this course:

1. Collaboration is never required. Students may always work individually, no questions asked.
2. Collaboration can easily fossilize and serve a student community counter-intuitively. Opportunities to maximize growth, collaboration and camaraderie are compromised and reduced significantly—and as teachers ourselves, these are not shortcomings we would wish for our own classrooms. For this reason, I suggest re-organizing if your collaboration is not functioning to your benefit. By re-organizing, you would be able to change leadership roles, exhibit your strengths as learners and teachers, and ultimately get to know each other better.

3. Collaboration is only successful when all members are eager and willing to collaborate and “carry their weight.” If at any time this equilibrium is compromised, you have a right to speak up and stop collaborating or investigate other opportunities.

Library Resources

Our library offers a number of services for this course and your studies in general. Do visit the homepage (<http://www.lib.msu.edu/>) and explore the many available resources. In this course, I will ask you to visit our subject guide home page (<http://libguides.lib.msu.edu/maflt>) and make use of the “finding articles” tab. Go to (<http://libguides.lib.msu.edu/c.php?g=97001&p=627351>) to begin searching for articles and other resources related to our course topic. Lastly, do contact our wonderful subject librarian, Stephanie Perentesis at perente1@msu.edu for more direction or help as the semester progresses.

MAFLT Portfolio Information

The following course assignments should be saved for inclusion in the Online Portfolio: (1) Language Lab or Tech-Infused Classroom Paper*; (2) Persuasive Research Paper on Course Topic*; (3) Tech-infused Mini-Lessons*. As stated in the program handbook, the Portfolio serves as a way for students “to demonstrate the coherence and impact of the program of study” (p.2) and provides the student with the opportunity to reflect on their progression towards becoming highly proficient language teachers. For more information, please refer to the program handbook and/or communicate with your advisor.

Online Instructional Rating System

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at <http://sirsonline.msu.edu>.

Disability Accommodation Requests

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: <http://www.rcpd.msu.edu/Awareness/Home>. This course also follows the MSU Web Accessibility Policy. For more information, please go to http://webaccess.msu.edu/Policy_and_Guidelines/web-accessibility-policy.html

Religious Observance

In accordance with MSU policy, no student will be penalized in any way for missing class due to religious observance. If you will be absent from class due to religious observance, please notify me in advance so that we can arrange for you to make up missed work, quizzes, etc.

Academic Honesty

Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. You are responsible for knowing MSU's policy on plagiarism. Familiarize yourself with this site: <http://www.msu.edu/unit/ombud/honestylinks.html> Note that this web site states that "plagiarism not only is legally wrong but also morally corrosive..." Any paper based upon the writing of others **should acknowledge every source used.** (I added the bolding.) If you plagiarize, I will (a) give you a penalty grade on the assignment, (b) fail you on the assignment, or (c) fail you in the class. If I give you a penalty, I will inform the director of your program of the penalty. I will also inform your department chair and the dean of your college if required. Note that plagiarism can lead toward expulsion from MSU.

Course Enrollment

If you decide to drop this class any time after starting the class, you must go online to the MSU schedule system and un-enroll yourself. If you do not un-enroll by the cut-off date for un-enrolling, you are responsible for paying the tuition associated with the course. Within the schedule system (<http://schedule.msu.edu/>), you can click on a course's section number to see the date by which you must drop if you would like to receive a refund (not pay for the class). The professor cannot un-enroll you. For information about dropping a course, go here: <http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp>

Student Services

As a distance learner, you may find yourself with questions about your time with Michigan State University. You can always contact your course instructor, the MAFLT program director (defelic5@msu.edu), the College of Arts & Letters (<http://www.cal.msu.edu/>) or visit this page for additional information, including the distance learning services helpline (<https://stuinfo.msu.edu/Contact.asp>). I also recommend the distance learning services library page (<http://www.lib.msu.edu/dls/>). This page is designed to meet the research and information needs of student and faculty in off-campus or on-line courses, and faculty/staff in MSU off-campus units.

Course Deliverables

Use this document as a checklist for materials due.

Tech-Infused Mini-Lessons*	Student Led Discussions	Tech-Based Literature Reviews
<input type="checkbox"/> 1 st Mini-Lesson _9/25_ <input type="checkbox"/> Submission <input type="checkbox"/> 2 Peer Reviews	<input type="checkbox"/> 1 st Discussion _9/25_ <input type="checkbox"/> 2 nd Discussion _10/9_	<input type="checkbox"/> 1 st Review _9/25_ <input type="checkbox"/> Submission <input type="checkbox"/> 2 Comments
<input type="checkbox"/> 2 nd Mini-Lesson _10/9_ <input type="checkbox"/> Submission <input type="checkbox"/> 2 Peer Reviews	<input type="checkbox"/> 3 rd Discussion _10/23_ <input type="checkbox"/> 4 th Discussion _11/6_	<input type="checkbox"/> 2 nd Review _10/9_ <input type="checkbox"/> Submission <input type="checkbox"/> 2 Comments
<input type="checkbox"/> 3 rd Mini-Lesson _10/23_ <input type="checkbox"/> Submission <input type="checkbox"/> 2 Peer Reviews	<input type="checkbox"/> 5 th Discussion _11/20_ <input type="checkbox"/> 6 th Discussion _12/4_	<input type="checkbox"/> 3 rd Review _10/23_ <input type="checkbox"/> Submission <input type="checkbox"/> 2 Comments

Language Lab or Tech-Infused Classroom	Personal Practical Knowledge on Tech Use
<input type="checkbox"/> Paper _12/4_	<input type="checkbox"/> Report _9/11_

LIST SERV Subscription and Participation Reflection	Persuasive Research Paper on Course Topic
<input type="checkbox"/> LIST SERV Subscription _9/25_ <input type="checkbox"/> LIST SERV Reflection _12/9_	<input type="checkbox"/> Research Paper _11/6_

Week of/Topic/Material	Items Due Before Next Module Starts
SEPTEMBER 6TH Module 1: Technology & You Read Blake, Preface; Thomas & Reinders, Ch.1, Skim Evans, Ch.1; and See Module 1 in D2L.	PPK on Tech Use
SEPTEMBER 12TH Module 2: Traditional Classroom Technology Read Blake, Ch.1; Thomas & Reinders, Ch.2, Evans, Ch.4; and See Module 2 in D2L.	
SEPTEMBER 19TH Module 2: Traditional Classroom Technology, cont.	Tech-Based Literature Review #1 Student Led Discussion #1 Tech-Infused Mini-Lesson #1 LIST SERV Subscription
SEPTEMBER 26TH Module 3: At-A-Distance Classroom Technology Read Blake, Ch.5; Thomas & Reinders, Ch.7, Evans, Ch.5; and See Module 3 in D2L.	
OCTOBER 3RD Module 3: At-A-Distance Classroom Technology, cont.	Tech-Based Literature Review #2 Student Led Discussion #2 Tech-Infused Mini-Lesson #2
OCTOBER 10TH Module 4: Implications of Technology Inclusion Read Blake, Ch.6; Thomas & Reinders, Ch.11, Evans, Ch.7; Abraham & Williams, p. 153-167 and See Module 4 in D2L.	
OCTOBER 17TH Module 4: Implications of Technology Inclusion, cont.	Tech-Based Literature Review #3 Student Led Discussions #3 Tech-Infused Mini-Lesson #3
OCTOBER 24TH Module 5: Persuasive Paper on Technology-Related Topics See Module 5 in D2L and the selected readings posted there.	
OCTOBER 31ST Module 5: Persuasive Paper on Technology-Related Topics, cont.	Student Led Discussions #4 Persuasive Research Paper
NOVEMBER 7TH Module 6: Technology for Teacher Use Read Blake, Ch.6; Thomson, Ch.8, and See Module 6 in D2L.	
NOVEMBER 14TH Module 6: Technology for Teacher Use, cont.	Student Led Discussions #5
NOVEMBER 21ST Module 7: Your Ideal Language Laboratory or Infused Classroom See Module 7 in D2L and the selected readings posted there.	
NOVEMBER 28TH Module 7: Your Ideal Language Laboratory or Infused Classroom, cont.	Student Led Discussions #6 Lang. Lab or Tech-Infused Classroom
DECEMBER 5TH Course Wrap-up Week	LIST SERV Reflection
DECEMBER 9TH Course Ends	All Assignments Due

Note: There may be some substitution or addition of readings/activities/quizzes. These will be announced in advance by the instructor. Due dates for some assignments may also change as needed to meet learning outcomes.