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Experience pervades all forms of learning; however, its value is frequently not recognized or is even disregarded. Active engagement is one of the basic tenets of experiential learning: experiential learning undoubtedly involves the ‘whole person’, through thoughts, feelings and physical activity. The recognition of this ‘whole environment’, both internally and externally, is important. Experiential learning can take on many appearances in life, such as recreational or leisure activities, exhilarating journeys or adventures, experimentation or play. It can also be in the form of painful events. [Beard & Wilson, 2006, p. 2]

Beard, C., & Wilson, J. P. (2006). *Experiential Learning: A Best Practice Handbook for Educators and Trainers*. London: Kogan Page.

Course Description: Beard and Wilson (2006) state that “experiential learning undoubtedly involves the ‘whole person’, through thoughts, feelings and physical activity. With such a focus on the whole person, this unique course is a teacher-learner-led, instructor-guided experience in foreign language teaching and learning. Teacher-learners are able to choose to develop projects from within action research, community outreach, immersion, program administration, professional seminar, teaching practicum, technology enhancement, or service learning.

Instructional Objectives: The following objectives should provide the teacher-learner with the ability to seek out experiences that will promote their professional development and reflect on the impact of such experiences. That same educator should find ample practice in professional development through these instructional objectives:

1. Choose an appropriate experience based on individual needs, requirements and preferences.
2. Construct a series of activities from with suggested experiential modules.
3. Devise appropriate artifacts in consultation with the EM Mentor.
4. Reflect on the experiences within the EM process as they relate to the individual components as well as the overall process.
5. Prepare a narrated presentation to share with the MAFLT community.

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 design and implement an

experiential module or modules that enrich or expand their professional development beyond the backgrounds they bring into the program and examine critically one's own teaching. For more information, please refer to the program handbook and/or communicate with your EM Mentor.

Required Course Materials: These materials are specific to each experiential module and will be developed in accordance with the EM Mentor.

Recommended Course Materials: If you need more help or references for experiential learning, please consult the following resources. Some are located online, while others are located in the MSU library. For the references with an ISBN listed, please copy and paste this number into the homepage search function for the MSU library and it will direct you to a link where you can access this resource/ebook. For physical books, refer to the MSU Call Number.

Beard, C., & Wilson, J. P. (2006). *Experiential learning: A best practice handbook for educators and trainers*. London: Kogan Page. ISBN: 9780749444891

Beard, C. (2010). *Experiential learning toolkit: Blending practice with concepts*. London, GBR: Kogan Page. ISBN: 9780749450786

Brooks-Harris, J. E., & Stock-Ward, S. R. (1999). *Workshops: Designing and facilitating experiential learning*. Thousand Oaks, Calif: Sage Publications. MSU Call Number: LC6519 .B76 1999

Dennison, W. F., & Kirk, R. (1990). *Do, review, learn, apply: A simple guide to experiential learning*. Oxford: Blackwell Education. MSU Call Number: LB1060 .D42 1990

Hunt, T. C. (2010). *Encyclopedia of educational reform and dissent*. Thousand Oaks, CA: SAGE Publications. ISBN: 9781412956642

Silberman, M. L. (2007). *The handbook of experiential learning*. San Francisco: Pfeiffer. MSU Call Number: LB1027.23 .H36 2007

Syllabus Changes: The instructor reserves the right to modify, add to, or delete assignments, projects, assessments, etc. Communication is an important factor in the success of this course. In order to fulfill the course requirements, you must communicate with the EM Mentor as necessary. You are expected to reply to emails, follow deadlines and check D2L frequently for announcements/updates in the assignments. Any *necessary* changes to the course syllabus will be posted on D2L and/or placed in an announcement or email.

Course Requirements: The experiential modules are intended to guide teacher-learners as they seek out experiences that promote their professional development and reflect thoroughly on the impact of these experiences. There are many possibilities for constructing these modules, but in each case the teacher-learner will be expected to propose an intended module in the semester prior to the actual activity, to document the experience while it is in progress, and to write a reflective essay on the impact of the module.

Method Determining Final Course Grades:

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

Assignment	Percent
<i>(1) EM Specific Elements*</i>	(70%)
<i>(2) Reflective Essay(s)*</i>	(30%)

*MAFLT e-Portfolio Assignment – Maintain copies of this assignment to revise (as needed) and submit to your e-Portfolio for course FLT 898.

EM-Specific Elements: These elements will vary for each module and will be developed in coordination with the EM Mentor. Many elements can be incorporated from the long descriptions of suggested experiential modules found in the MAFLT Community in D2L.

Reflective Essay(s): The reflective essay is an important culminating step in the Experiential Module. It encourages the student to reflect on and consolidate the experience they have thus gained and to articulate how the chosen EM has impacted their pedagogical practices, their ability to make effective decisions about those practices, and their participation in professional communities. The primary audience for this document will be MAFLT faculty, though fellow MAFLT students will benefit from reading it as well. Rather than attempting to present a flawless picture of the project, aim to show that you responded to its challenges in principled and well-intentioned ways. The essay should provide a coherent, well-organized account of the project that includes the following elements: A description of the EM project; a discussion of the EM process and the impact of the EM on the language teaching career.

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

MAFLT Portfolio Information: The following course assignments should be saved for inclusion in the Online Portfolio: (1) Experiential Module Reflective Essay(s); (2) Recommended materials from with the EM Specific Elements. The recommended items include any or all materials you created that demonstrate your abilities, such as teaching materials, course syllabi, presentations, blogs, assessment tools, etc. 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. In addition, the portfolio serves to “Articulate the integration of learning from the Experiential Module(s) in to the program of study and career objectives” (p. 2).

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>.

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>

Course Deliverables: You will work with the EM Mentor to decide upon the necessary course deliverables for your specific project and its goals and/or needs

Tentative Course Schedule: As each EM is a distinct undertaking, you will work with the EM Mentor to establish a set of deadlines, events and/or due dates for the various activities.

Note: There may be some substitution or addition of readings/activities/materials as each project progresses. These will be decided upon in advance by the teacher-learner and instructor. Many due dates may also change as needed to meet learning outcomes.