FLT 808-Assessment for Foreign Language Teaching

Instructor: Aaron Ohlrogge, MSU English Language Center
Email: ohlrogg1@msu.edu
Office Phone: 517-884-1505
Course Site: https://d2l.msu.edu/d2l/home/817435
Office Hours: Monday 9-11, Friday 3-5 or by appointment. Times available every day.

Course Materials

- Other materials provided through the MSU Library and D2L course management system (at no additional cost).

Course Description

This course will introduce the construction, administration, interpretation, and analysis of language assessments. Assessment of language learning is a broad and complex field that ranges from major standardized exams that have significant impacts on the lives of language learners to simple formative assessment activities that provide classroom teachers with insights into their students’ day-to-day progress. In this course, we will aim to cover that breadth. In particular, we will look at principles of assessment design, analyze and critique existing assessment instruments, and consider essential contextual factors that influence the way we measure language proficiency at different levels, in different educational contexts, and for various educational and other purposes. In addition, you will gain hands-on experience in developing task-based and performance-based assessment tools for classroom instruction and learn about how to investigate the validity and reliability of tests. Another important component of the course is the introduction of critical views of language assessment by examining the educational, political, social, and economic consequences of testing, especially as they relate to current assessment issues in the United States and internationally.
Course Objectives

By the end of this course, you will be better able to do the following:

1. Construct valid, reliable, practical, and ethical assessment instruments.
2. Analyze and critique existing assessment instruments for validity, reliability, and appropriateness for specific populations and purposes.
3. Understand and use various criteria for evaluating the quality of assessment instruments, including validity and reliability.
4. Develop and use a range of methods for assessing language proficiency other than traditional tests, including performance assessments, portfolio assessment, and self-assessment.
5. Consider the educational and social contexts and implications of standardized testing and other forms of assessment for language learners.

This fully online course has 11 weekly modules. Each module (except Module 11) will contain the following:

- **Lectures**
  - Each week I will present a lecture on various topics related to the themes in the module.

- **Assigned readings**
  - These will be taken from the two course books (required for purchase), peer-reviewed sources taken from journals available through the MSU Library, e-books from the MSU library, and occasionally from other sources I will provide via D2L.

- **External links**
  - I will provide mandatory and optional video links to interviews, lecture clips, and other online video-based content.

- **Homework assignments**
  - Homework assignments will provide you with practical, hands-on experience creating and evaluating language assessment materials.

- **Quizzes**
  - Quizzes are open-book and cover important ideas from the lectures, readings, and other video content. You will have 120 minutes to complete each quiz. After the Module is finished, you will have immediate access to objectively scored items (e.g. multiple-choice). Quizzes vary in length, (# of questions), but are normalized so that each quiz is worth the same number of points.
  - You must use your own words to answer all quiz questions. **Do not quote directly from the textbook or any other source.**

- **Discussions**
  - Each week you will have the opportunity to discuss topics related to the current module with your classmates. Discussions are worth 15 points: 10 for a ‘main response’ and 2.5 points each for two responses to classmates’ posts.
This course also includes a midterm exam and a final project that involves designing, piloting, and analyzing an assessment instrument.

This class will run on a Wednesday-Tuesday schedule. All weekly tasks (Quiz, Discussion, Homework) are due on Tuesday night at 11:59 pm, EST, on the day indicated on the syllabus. Access to the subsequent module will begin at 12:00 am, EST, each Wednesday.

<table>
<thead>
<tr>
<th>Weekly Tasks</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Quizzes (Guided Readings, Lecture, Video Links)</td>
<td>20%</td>
<td>Tuesday midnight</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
<td>Tuesday midnight</td>
</tr>
<tr>
<td>Discussion participation</td>
<td>20%</td>
<td>Tuesday midnight</td>
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</table>

**Midterm Cumulative Review**

After Module 6, you will have an exam covering the material from Modules 1-6.

<table>
<thead>
<tr>
<th>Assessment Design Project</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Proposal</td>
<td>5%</td>
<td>June 25th</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
<td>Aug 6th</td>
</tr>
<tr>
<td>Assessment Instrument and Report</td>
<td>15%</td>
<td>Aug 15th</td>
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</tbody>
</table>

The final project for this course provides you with an opportunity to construct and potentially pilot a language assessment. This project should relate as closely to your current or intended teaching context as possible. You will develop an assessment instrument, provide a research-based rationale for its construction, and, possibly, pilot it with your learners.

This process will begin with a brief proposal (2 pages or less) early in the semester. At the end of the semester, you will present your assessment instrument to your classmates and submit your report.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Complete by:</th>
<th>Readings</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>May 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>• Brown &amp; Abeywickrama Ch. 1-2&lt;br&gt;• Douglas 2014, Ch. 1&lt;br&gt;• Braun &amp; Mislevy, 2005</td>
<td>• Homework 1: Political Cartoon &amp; Job Interviews</td>
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<tr>
<td>FLT Assessment Overview: Validity &amp; Reliability</td>
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<tr>
<td><strong>Module 2</strong></td>
<td>May 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Brown &amp; Abeywickrama Ch. 3-4&lt;br&gt;• Adair-Hauck et al. 2006&lt;br&gt;• Cox, Malone &amp; Winke, 2016&lt;br&gt;• Kissau &amp; Adams 2016</td>
<td>• Homework 2: Standards Analysis</td>
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<tr>
<td>Testing in the Classroom</td>
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<tr>
<td><strong>Module 3</strong></td>
<td>June 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Shohamy Part 1&lt;br&gt;• Winke, 2011</td>
<td>• Homework 3: Shohamy &amp; Winke Comparison</td>
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<td>Washback &amp; Impact 1</td>
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<tr>
<td><strong>Module 4</strong></td>
<td>June 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Shohamy Parts 2 &amp; 4&lt;br&gt;• Shohamy Part 3 (Optional)</td>
<td>• Homework 4: Shohamy Reaction Paper</td>
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<tr>
<td>Washback &amp; Impact 2</td>
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<tr>
<td><strong>Module 5</strong></td>
<td>June 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Brown &amp; Abeywickrama Ch. 6;&lt;br&gt;• Wagner 2013;&lt;br&gt;• Brunfaut 2016</td>
<td>• Homework 5: Low Level Listening Test</td>
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<tr>
<td>Assessing Listening</td>
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<tr>
<td><strong>Module 6</strong></td>
<td>June 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Brown &amp; Abeywickrama Ch. 8;&lt;br&gt;• MacMillan 2016</td>
<td>• Homework 6: Reading Test Construction and Analysis&lt;br&gt;• Assessment Design Proposal Due</td>
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<tr>
<td>Assessing Reading</td>
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<tr>
<td><strong>Midterm Exam</strong></td>
<td>July 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>Zoom Meeting</td>
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<tr>
<td><strong>Module 7</strong></td>
<td>July 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Brown &amp; Abeywickrama Ch. 7;&lt;br&gt;• Brown 2003;&lt;br&gt;• Winke 2013;&lt;br&gt;• Thompson, Cox &amp; Knapp 2016</td>
<td>• Homework 7: Standardized Test Presentation</td>
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<tr>
<td>Assessing Speaking</td>
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<tr>
<td><strong>Module 8</strong></td>
<td>July 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Brown &amp; Abeywickrama Ch. 9;&lt;br&gt;• Fox &amp; Cheng 2015;&lt;br&gt;• Jin and Yan 2017</td>
<td>• Homework 8: Rating Exercise</td>
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<tr>
<td>Assessing Writing</td>
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<tr>
<td>Module 9</td>
<td>July 23rd</td>
<td>• Brown &amp; Abeywickrama Ch. 10</td>
<td>• Homework 9: Grammar and Vocabulary Assessment</td>
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<tr>
<td>Assessing Grammar &amp; Vocabulary</td>
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<tr>
<th>Module 10</th>
<th>July 30th</th>
<th>• Brown &amp; Abeywickrama, Ch. 11-12</th>
<th>• 1st Draft of Assessment Design Report Due</th>
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<tbody>
<tr>
<td>Alternatives in Assessment</td>
<td>• Andrade 2000</td>
<td>• No weekly Homework</td>
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<td></td>
<td>• Docan-Morgan 2015</td>
<td></td>
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<td></td>
<td>• Castañeda &amp; Rodríguez-González</td>
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<td></td>
<td>• Chui &amp; Dias 2017</td>
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<td></td>
<td>• Cummins &amp; Davesne 2009</td>
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<tr>
<th>Module 11</th>
<th>Aug 6th</th>
<th>Your Peers’ Work</th>
<th>Peer Review &amp; Presentation Due</th>
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<tr>
<td>Peer Review Week</td>
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<tr>
<th>Final Revisions</th>
<th>Aug 15th</th>
<th>Submit final version of Assessment Design Report via D2L by Aug 15th. Include a comment in the document explaining what changes have been made in light of feedback on the draft.</th>
<th>Final Draft of Assessment Design Report</th>
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### Main Course Materials


### Other Readings


Sandrock, P. (2010). The KEYS to Assessing Language Performance. Chapter 4: Designing Rubrics to Assess Performance. ACTFL.


Class Policies

1. Course Modules and Weekly Activities

Many online courses allow students to complete tasks at their own pace, as long as the requirements are completed by the end of the semester. In this program, however, courses rely on regular and consistent participation. It is recommended that you set aside an average of 6-12 hours per week for course tasks. Your workload will vary depending on when you have major assignments due. Consider the course schedule early and often so that you can plan to complete assignments on time each week. See late policy below.

2. Instructor-Student Communication

Because this class is online, our communication by internet and phone will be very important. For communication that pertains to the whole class, I will use News announcements in D2L or MSU email. For individual communication, I will use your MSU email account, not a personal account (this choice is for security and consistency). Please make sure that you check your MSU account regularly (at least every 24 hours) or have your MSU email forwarded to an address that you do check regularly. You may also email me directly at any time at ohlrogg1@msu.edu. Additionally, we will make use of a virtual meeting tool called Zoom (http://msu.zoom.us) for synchronous (real-time) communication.

Making Appointments: Throughout the semester, you are welcome and encouraged to make appointments with me for office hours. I generally prefer to use Zoom video meetings. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, contact me via email (ohlrogg1@msu.edu)

3. General Requirements for Written Work

a. Content and Quality: All assignments are expected to be well written. In general, assignments will be graded on depth of coverage (comprehensive/ thorough treatment of the topic reflecting a clear understanding of the subject), presentation (clear, concise, readable prose), and argument (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. Remember to read the guidelines document for each assignment carefully and confirm that you are fulfilling them in regard to content, structure, and submission formats. Guidance will also be provided in D2L as each assignment approaches.

b. Document Format All work should be typed and submitted using general format guidelines from the American Psychological Association (APA format). By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses. There are links to resources for learning academic style and format within the D2L course page and below. Work that is submitted with major and distracting format issues or without your name in the document and file name may be returned to you for revision and marked as late.
In the top left corner of the first page, always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title. For example, an assignment for this course might have a heading and title like this:

Sparty Spartan
FLT 808
May 25, 2019
Homework 1

c. **File Format:** Turn in all written assignments in MS Word format (.docx). I should be able to open Word files created in any version of Microsoft Office (or compatible with MS Office) 2013 or earlier. Please be aware that OpenOffice documents are not always smoothly compatible with MS Word and D2L unless you save them in .docx format. Do not submit a PDF or other document types unless you have checked with me that I can read them on my computer and run them through MSU’s plagiarism checker. For presentations, slides, assignments that can be submitted via Google Drive, etc., see the relevant Assignment Guidelines.

The **file name** for each and every file you submit should include your *last name* and the **title of assignment**.

**WRONG:** FirstName_Paper1.docx

**WRONG:** FLT808_AssignmentTitle.docx

**RIGHT:** LastName_FLT808_AssignmentTitle.docx

d. **Submitting Written Work:** All assignments should be submitted to the appropriate folder D2L Assignments unless explicitly stated otherwise. Please do **not** submit papers by **email** unless you are having technical trouble and cannot resolve it through the Help Desk. After you believe that you have uploaded your file, you should receive confirmation and be able to see your submission. Feedback will appear in the same area of D2L.

e. **Citations:** When your written assignment includes references to published works of any kind, use APA format to cite the original source (you can use find examples in the list of readings below and/or use the online resources listed below, on our D2L page, and on our MAFLT Library Guide). While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism in the University Policies section.

Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.
f. **Instructor Feedback on Written Work:** Once you have submitted an assignment, I will provide feedback in one or more of the following ways. I frequently provide a rubric before an assignment is due and use it to show you the components of your score. I also use the Comments function in Word to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Assignments folder where you submitted the task. When I return documents to you with my feedback, the file name will include the tag “_Comments.” It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

4. **LATE ASSIGNMENTS**

You are responsible for handing in all assignments on time (usually by 11:59 PM on the due date). Assignments submitted after that time are automatically flagged as late by D2L. If you encounter circumstances beyond your control that make it impossible for you to turn in an assignment on time, you must contact me by email before the due date to inform me and request an extension. If you submit an assignment after the due date without contacting me, I reserve the right to mark it down significantly or refuse to accept it. Extensions will be limited to one major assignment and one weekly task per semester.

5. **WITHDRAWAL POLICY**

If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. **You** must then un-enroll **yourself** from the course. The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the schedule system ([http://schedule.msu.edu/](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](http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp).

6. **TECHNICAL HELP**

This online course is managed through Michigan State University’s current learning management system, D2L. Log in at [d2l.msu.edu](http://d2l.msu.edu) using your MSU NetID and password. In a fully online course like this one, our D2L page is essentially our classroom. This page is used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes in some courses, reporting grades, and more. D2L runs well in most browsers and works on mobile devices. Note that you can set up various alerts in D2L (click your name in the top right corner and choose Notifications) that will send a message to your email and/or phone when you have new items, upcoming due dates, and so on.

If you have not used D2L before, it is essential that you familiarize yourself with this system as soon as possible. As of May 2018, D2L updated to a new version called **Brightspace** that looks very different but has the same functions. See further information here: [http://help.d2l.msu.edu/d2l-docs](http://help.d2l.msu.edu/d2l-docs). Also, save this info where you can find it quickly when you need it:

**D2L 24/7 Help Desk:** Click “Help” in D2L or go to [help.d2l.msu.edu](http://help.d2l.msu.edu) or call (844) 678-6200.
**Troubleshooting:** If you should have technical trouble while attempting to complete a task or submit an assignment in D2L, you can contact the Distance Learning Help Desk 24/7 by submitting a request online or by phone. Note that the Help Desk staff will send me updates on the issue upon request. If you are having trouble accessing materials through the MSU Library, click **Ask a Librarian** at [www.lib.msu.edu](http://www.lib.msu.edu). Other troubleshooting advice is provided in the D2L course page under **FAQ**.

**GRADING SCALE**

I value transparency and clarity in grading. To that end, you will receive a rubric for each major assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93.9% are a 3.5, 82% to 87.9% are a 3.0, etc.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade Description</th>
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<tbody>
<tr>
<td>94% or above</td>
<td>4.0 (A) The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.</td>
</tr>
<tr>
<td>88% to 93%</td>
<td>3.5 (A-) The student met all requirements for this course and demonstrated his or her learning very well.</td>
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<tr>
<td>82% to 87%</td>
<td>3.0 (B) The student met most of the requirements for this course and demonstrated his or her learning relatively well.</td>
</tr>
<tr>
<td>76% to 81%</td>
<td>2.5 (C+) The student did not fulfill all requirements for this course. Learning was demonstrated adequately.</td>
</tr>
<tr>
<td>70% to 75%</td>
<td>2.0 (C) The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.</td>
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*Grades will be reported on an ongoing basis in D2L. You will be able to access the gradebook and view your grade at any time. If you notice any inconsistencies or have any questions about your grade or how it is being calculated, please contact me.*

**TECHNOLOGY FOR THIS COURSE**

In order to participate in this course, you will need the following technology, all of which I hope you already have at your disposal.

- Reliable computer and stable, relatively fast internet connection (at least 10mbps).
- Web camera, microphone, and headphones for office hours, virtual meetings, etc.
- MSU NetID and email account, set up and checked daily: [spartanmail.msu.edu](http://spartanmail.msu.edu).
- Microsoft Office or compatible software. Download free from [spartan365.msu.edu](http://spartan365.msu.edu).
• Adobe Acrobat or other PDF reader. Download free from get.adobe.com/reader.
• Software for video recording presentations (links and tutorials in D2L).

MSU provides many other sites and tools that will be useful to you, including:

• Distance Learning Services - https://lib.msu.edu/dls/ - links to resources and contact info for the DLS Help Desk, which is available 24/7.
• MSU Library – http://lib.msu.edu – Extensive materials available at a distance, both electronically and by mail. To access your library account, log in here: https://lib.msu.edu/general/account/.
  - Guide to Ebooks – http://libguides.lib.msu.edu/ebooks - explore books you can access from anywhere and find out how to read them online or offline.
• SpartanMail – http://spartanmail.msu.edu – This email account is the most important way that MAFLT instructors communicate with students. Please check it every day. You can set it up with Outlook on your desktop and mobile devices or forward it to another email account.
• Spartan365 - https://tech.msu.edu/technology/collaborative-tools/spartan365/ - An array of tools included in Office365, including free download of Microsoft Office Pro.
• Google Apps for Education – http://googleapps.msu.edu/ - Access to Drive, Calendar, Sites, Classroom, etc. with MSU NetID. Using your MSU access provides for greater security.
• Kaltura MediaSpace – http://mediaspace.msu.edu – Allows faculty and students to create, upload, and share videos. MediaSpace also provides tools for recording presentations.
• Zoom – http://msu.zoom.us – Video conferencing software, similar to Skype or Google Hangouts.

RECOMMENDED RESOURCES

From our online course page on Desire2Learn (http://d2l.msu.edu), you can access links to a number of important resources for completing coursework and expanding your knowledge and tools for language assessment. Click on Links in the horizontal navigation bar to reach these resources. Here are some of the key websites that may be useful to you during this course and beyond. Please let me know if you have questions about any of these sites. You will also be welcome to recommend other resources via D2L.

• Writing and Research:
  - MSU Library Guide for MAFLT Program: http://libguides.lib.msu.edu/maflt
  - Google Scholar: http://scholar.google.com/ - Modify the settings to tell Scholar to connect to the MSU library and offer options for downloading citation information. Look for further instructions in the MAFLT Library Guide.
  - Library links to citation style guides, citation management software, tutorials, and related resources: https://www.lib.msu.edu/research/cite-resources/.
  - Citation management software such as EndNote: http://libguides.lib.msu.edu/endnote.
  - Online Writing Lab at Purdue (the well-known and widely-used OWL):
    - APA Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/
    - ESL Academic Writing Support - https://owl.english.purdue.edu/owl/section/5/25/
The MAFLT Program has a specifically designed **Library Research Guide** that our liaison librarian, Stephanie Perentesis, created for us and constantly updates. You can access this page at [http://libguides.lib.msu.edu/maflt](http://libguides.lib.msu.edu/maflt). This useful guide will help you to locate articles and books that are required readings and to search for useful sources for assignments. The guide also includes instructions for using Google Scholar, guidance on APA format and using citation software such as EndNote or Mendeley, and links to useful reference texts. You are welcome to contact Stephanie Perentesis for assistance at perente1@msu.edu. She understands the nature of most assignments, and she will be glad to guide you in your searches.

**ACADEMIC INTEGRITY AT MSU AND IN THE MAFLT PROGRAM**

**Academic Integrity at MSU:**

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU’s policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others’ words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: [http://www.msu.edu/unit/ombud/academic-integrity/](http://www.msu.edu/unit/ombud/academic-integrity/). 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.”

Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:

- claim or submit the academic work of another as one’s own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without explicit authorization from the instructor
- use the [http://www.allmsu.com](http://www.allmsu.com) website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization
- submit coursework completed for another course to satisfy the requirements of this course.

Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If an instructor gives you a penalty, that instructor is expected to and will inform the director of the program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.
Use of Sources in All MAFLT Course Assignments:

The overall purpose of the MAFLT Program is to prepare master language teachers. In addition to that objective, however, the program should train you to participate in academic communities, to be an active and informed consumer of relevant research, and to contribute to the field. Course assignments therefore often require that you follow conventions that are agreed upon by scholars in fields related to foreign language teaching. In this program, we use the format for citing sources and structuring papers defined by the American Psychological Association (APA). However, the most important consideration when using sources is that you find a way to give credit to all sources that you use.

You are expected to create your own original work for each and every assignment in the MAFLT Program. That work should be informed and inspired by other teachers as well as scholars. When you use their ideas and words, you must give credit to them. That is true for all types of assignments. It is true for any and all sources that inform your work, including journal articles, book chapters, published lesson plans (from sites such as TeachersPayTeachers.com), blog posts from other teachers’ websites, popular media. You do not need to cite lecture materials or guidelines created by your instructor for this course.

When you do not give credit to the sources that you use, you are violating expectations for academic integrity as defined by Michigan State University and may be subject to the penalties described above. If you are not sure whether and how to cite sources for a given assignment type, consult with your instructor before the assignment is due. At minimum, provide a comment in your submitted document stating that you have a question about whether you have cited appropriately and sufficiently. Incorrect citation format in any assignment does not automatically constitute plagiarism. However, the line between incorrect formatting and a case in which you are knowingly using others’ ideas or words without giving proper credit is sometimes difficult to discern. That is why we strive to use, and to teach you to use, citation practices that are common across instructors in the MAFLT and accepted by scholars, academic journals, publishing houses, and professional organizations in our field.

OTHER UNIVERSITY POLICIES AND RESOURCES

Use of Social Media Derived from the Course:

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

- **Use of instructional materials:** Students may use course materials including videos, lecture slides, and readings only for their own course-related purposes.
- **Sharing of instructional materials and recordings:** Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions.
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 http://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.

MSU Religious Observance Policy:

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. Students who are absent from classes on these days should not be seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. (Please see http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp).

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.

PLEASE NOTE: This syllabus is subject to change at the instructor’s discretion. No changes will be made to the values of the major course requirements in final grade calculation or the major objectives of the course. Other changes will be announced via D2L and the online syllabus will be updated.