

Michigan State University
FLT 807 – Foreign Language Teaching Methods
Section 730 – Online

Course Syllabus
Fall / Summer

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Course site: d2l.msu.edu → FLT 807 Methods
Program site: maflt.cal.msu.edu
Office hours: By appointment (see Class Policies #2)
Appointment site: Microsoft Bookings – see D2L

COURSE READINGS

Required textbooks:

- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford: Oxford University Press.

Reference text:

- Long, M. & Doughty, C. (Eds.). (2009). *The handbook of language teaching* [Wiley Online Library version]. Access via MSU Library here: <http://catalog.lib.msu.edu/record=b7180486~S39a>.

Additional resources:

- Assigned articles and book chapters will be available through our course page on MSU's online learning management system, Desire2Learn (<http://d2l.msu.edu>), or directly through the MSU library. Further information on accessing these readings will be provided.

COURSE DESCRIPTION

Methods of Foreign Language Teaching offers a foundation in approaches, methods, and materials for the teaching of second and foreign languages from the perspectives of second language acquisition (SLA) research. We begin by reviewing the history of language teaching methods and basic concepts pertaining to the field and then focus on specific communicative modes, planning, motivation and strategies, and other pertinent topics. In particular, we focus on implementing communicative and task-based approaches to promoting language skills and language learning strategies. Designed for pre-service and in-service teachers of any language, this course emphasizes the development of effective decision making by constantly drawing connections between theory and practice and encouraging reflection on students' language learning and teaching experience. The major tasks for this course include writing a critical review of currently available teaching materials and a teaching philosophy, both grounded in current research and practice.

This fully-online course has 12 weekly modules. These modules, consisting of instructor videos, readings, useful links, published videos, and assignments, can be accessed through the course page on Michigan State University's learning management system, D2L (<http://d2l.msu.edu>). This course requires online participation, weekly quizzes, four written assignments, and a final exam.

COURSE OBJECTIVES

By the end of the semester, students in this course will be able to do the following:

1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform your own teaching practice.
2. Read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum development.

3. Develop activities and materials for language learners and evaluate such materials based on criteria relevant to the concepts we cover in the course.
4. Reflect on your own teaching experience and observations of other teachers in action.
5. Provide a professional review of foreign or second language materials that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials.
6. Convey to others a coherent, well-articulated, and theory-based teaching philosophy grounded in empirically tested research.

COURSE REQUIREMENTS

The following table provides a summary of the tasks and assignments for this course. You will receive a Guidelines document via D2L pertaining to each major task.

Tasks		Weight	Due Date
Participation Tasks		30%	
Guided Reading Quizzes	Each week class readings will be assigned (see schedule below). In order to promote comprehension and critical thinking regarding these readings, you will answer guided reading questions using the quiz function in D2L each week.	12%	Every week – complete by Monday midnight
Discussion participation and tasks	Participation in class discussions via the D2L Discussion forums is an important element of participation in this course. Each week’s prompt(s) will ask you to reflect on the week’s readings and videos. Often, you will also be asked to complete a related task, which you will attach to your discussion post. Be sure to read others’ posts. For full credit, click “Reply” to respond to at least one classmate’s post. I give extra credit for exceptional participation.	18%	Every week – main post by Monday midnight Responses due the following week
Current Practices Tasks		40%	
Classroom Observation Task	Students will observe an experienced language teacher in action and submit a thoughtful, thorough report in which you discuss the class and the classroom environment, the teacher’s planning and practices, student participation, and the impact this observation has had on your beliefs and practices. It is preferable to observe a live classroom. However, as an alternative, you may write your report based on video recordings of live, intact FL classes. A template and links to suggested video collections will be provided.	10%	Module 5
Communicative Modes Jigsaw - Activity Design & Website	In Modules 7 and 8, you will work with a small group to summarize the key principles and strategies of teaching one of the communicative modes from the ACTFL Standards: Interpersonal Speaking, Presentational Speaking, Listening, Reading, or Writing. Each group will produce a web page for the class site, and each member will produce an activity design that demonstrates the key principles.	15%	Activity Design - Module 7 Website Contributions – Module 8
Textbook Review	Students will turn in a review of a foreign or second language textbook (published with a reputable publishing company after the year 2005). It is entirely appropriate to use a book with which you are already familiar or that you would like to use in the future. You will receive further instructions about peer review, which accounts for a portion of your grade.	15%	Draft – Module 10 Peer review – by Mon 11/19 Final – by Fri 12/14 at 5pm
Cumulative Review		10%	
Final Exam	Students will complete a cumulative review at the end of the semester. This task is intended to solidify the student’s memory of key concepts and to help the student revisit and	10%	Complete by Monday midnight of Final Exam

	consolidate key arguments related to the teaching and learning of foreign languages. You will receive a study guide with possible questions at least two weeks before the exam is due.		week (12/10)
Teaching Philosophy		20%	
Language Learning Autobiography	The language learning (and teaching) autobiography serves three purposes: 1) to encourage reflection on experiences that have shaped your language learning beliefs; 2) to provide your instructor with a writing diagnostic and establish practices for future written assignments; and 3) to serve as the initial step of writing your teaching philosophy, which often includes reflections on your own experience.	5%	Module 2
Teaching Philosophy	The teaching philosophy is an important means of articulating a teacher's beliefs and approaches and a key element of many job applications. This assignment will be revisited in FLT 817 and included in the final MAFLT Portfolio. Your essay should not exceed 1000 words. You will receive further instructions about peer review, which accounts for a portion of your grade.	15%	Draft – Module 12 Peer review – by 12/11 Final – by Fri 12/15 at 5pm

Note: Grades will be reported on an ongoing basis in D2L. You can review your grades and the weight of each assignment by clicking Grades in the Assessments menu. If you have questions or concerns about how your grade appears or is being calculated, please contact me. All percentages above relate to the final grade.

GRADING SCALE

Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. If you read the materials carefully, complete all assignments in a timely manner, and attend to instructor and peer feedback, it is entirely possible to earn a 4.0 in this course.

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% are a 3.5, 82% to 87% are a 3.0, etc.

94% or above is a 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.
88% to 93.9% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87.9% is a 3.0 (B)	The student met most of the requirements for this course and demonstrated his or her learning relatively well.
76% to 81.9% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75.9% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

Grade adjustments: At the end of the semester, one low or missing grade from the quiz category and from the discussion category will be dropped from your final grade. I also reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students. Extra credit assignments will not be available except under very unusual circumstances.

CLASS POLICIES

1. COURSE MODULES AND WEEKLY ACTIVITIES

As mentioned above, this course consists of 12 modules. Each module will become available by the end of the day on **Tuesday** of the current week. Weekly assignments will be due on the following **Monday**. Default time for due dates is always **midnight** (specifically, for technical reasons, 11:59 p.m. Eastern U.S. time). You will also work on and submit final assignments at the end of the semester (see Course Requirements below).

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 the MAFLT program, however, courses rely on regular and consistent participation. It is recommended that you set aside **an average of 6 hours per module** (weekly readings, videos, and tasks) and then allow an **additional 6-12 hours** for each **major assignment**. Your workload will vary depending on what is due in a given week. Consider the course schedule early and often and plan accordingly so that you can complete your tasks on time.

2. INSTRUCTOR-STUDENT AND STUDENT-INSTRUCTOR 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 your MSU email address or Announcements in D2L. 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). You can email me directly at alanier@msu.edu. (See p. 1 or D2L for other contact information.)

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. Please strive to make these appointments *at least 24 hours* in advance. I will confirm the time and send further instructions. You do not need to make an appointment for a brief phone call. In order to make an appointment, go to the following ScheduleOnce site (link also on our D2L home page) and select at least two separate times when you are available: <http://meetme.so/maflt-amanda>.

Joining Virtual Meetings. We will make use of a virtual meeting tool called Zoom (<http://msu.zoom.us>) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. This software allows for real-time communication and sharing of our computer screens. Join my personal “meeting room” by going to the following stable URL: <http://msu.zoom.us/my/maflt.amanda>.

3. GENERAL REQUIREMENTS FOR WRITTEN WORK

a. **Content and quality:** All assignments are expected to be well written. 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. Carefully review and follow the individual Guidelines document for each written assignment.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). 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. Any use of others’ work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

b. **Document Format:** All written assignments should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting format issues may be returned to you for revision and marked as late. For guidance on learning academic style and format, look for the **Academic Writing** folder under **Resources** in **D2L**. Also read the following guidelines and review them before submitting each assignment.

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. 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:

Ima Nay Student
FLT 807 – Dr. Lanier
October __, 2018

Teaching Philosophy (Draft)

c. **File Format:** Turn in all written assignments in MS Word format (.doc or .docx). Do not submit PDFs. I will not accept PDFs for written assignments. Do not submit 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 assignments that involve presentations, web pages, visuals, or other formats, you should still use appropriate style, cite sources using APA format, and proofread. The Assignment Guidelines document for each major assignment will provide further details.

The **file name** for each and every file you submit should include **your last name** and the **title of assignment**. If there will be multiple drafts of the assignment, also indicate draft status. Students often put their names on papers but forget to put their names on associated files, such as slides or student handouts. Please keep in mind that I have many students in multiple courses, and you want me to be able to easily identify your work.

WRONG:	ImaNayStudent_Paper1.docx	(vague)
WRONG:	FLT807Methods_TeachingPhilosophy.docx	(no name or draft #)
RIGHT:	LastName_FLT807_TeachingPhilosophy_Draft.docx	

d. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder (formerly Dropbox) 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. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L. In some cases, you will also be asked to share your work with peers via **Google Drive**. The shared folder for this course is linked to our D2L page under General Course Materials.

Students often ask about the importance of staying within **length requirements**. The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points will be deducted if the length is more than 10% above or below the limit. If your document is **too short**, consider adding another key point, further examples, or more detailed explanations. If your document is **too long** and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

e. **Citations:** When your written assignment includes references to published works of any kind, use APA format to cite the original source. You can find examples in the reference list at the end of the syllabus, and you will find further 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 below 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. **Feedback on Written Work:** Once you have submitted an assignment, I will provide feedback in a range of different ways, depending on the type of assignment, the stage in the writing process, and the extent of feedback. 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 or in Google Drive 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.

In this course, you will also be asked to provide **peer feedback** on the work of one or more of your classmates. Peer feedback allows you to reflect on the challenges of the assignment and to provide and receive guidance in meeting the requirements of the assignment. In each case, I will provide guidance on the priorities and procedure of this process. A portion of your grade will depend on timely and appropriate completion of this task. Please strive to respect the time and efforts of your classmates, as they will strive to respect yours.

You may also seek assistance with planning, revising, and proofreading your assignments from the **MSU Writing Center**. Schedule Online Consulting here: <http://writing.msu.edu/locations/online/>.

4. LATE ASSIGNMENTS

You are responsible for handing in all assignments on time. Late assignments will not be accepted unless you request an extension **prior to the due date**. If you realize that you will not be able to complete an assignment on time, you may request an extension. In these cases, I may still deduct a percentage (e.g., 10%) from that assignment score. However, if you submit an assignment after the due date without prior notice, I reserve the right to refuse acceptance of that assignment entirely and give a grade of zero. Extensions will be limited to one module task and one major assignment 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/>). 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). Further information is available on the Registrar's **Programs & Policies** page: <https://reg.msu.edu/ProgPol.aspx>.

ONLINE COURSE PAGE AND COURSE MANAGEMENT

This online course is managed through Michigan State University's current learning management system, D2L. Log in at d2l.msu.edu using your MSU NetID and password. Because this course is fully online, our D2L page is effectively 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, reporting grades, and more. It is essential that you familiarize yourself with D2L as soon as possible if you have not used it before. MSU offers a tutorial for students, accessible by logging in and clicking Self Registration in the horizontal navigation bar. (Instructions here: <http://help.d2l.msu.edu/training>). As of May 2018, D2L updated to a version called **Brightspace**. See further information here: <http://help.d2l.msu.edu/d2l-docs>. There are also resources in the MAFLT Community D2L page under Content → Learning to Do Distance Learning.

The MSU D2L help page can be accessed at the link below or by clicking "Help" within D2L. Please explore the help page and our D2L page on your own, but if you still need assistance, do not hesitate to let me know.

D2L 24/7 Help Desk: Click "**Help**" in D2L or go to 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. Other troubleshooting advice is provided in the D2L course page under **FAQ**.

TECHNOLOGY FOR THIS COURSE

In order to participate in this course, you will need the following basic technology:

- Reliable and relatively fast internet connection,
- Web camera and microphone for recording videos, joining virtual meetings, etc.,
- Microsoft Office or compatible suite of word processing and presentation software, and
- Adobe Acrobat or other PDF reader (free download).

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/>.
 - **MAFLT Library Guide** - <http://libguides.lib.msu.edu/maflt/> - designed specifically for our program.
 - **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.
 - **Distance Learning Services** -
- **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. The CaptureSpace tool facilitates 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 teaching. 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.

- **Professional Resources:**
 - ACTFL - American Council on the Teaching of Foreign Languages: <http://www.actfl.org>
 - TESOL - Teaching English to Speakers of Other Languages: <http://www.tesol.org>
 - NFLRC – National Foreign Language Resource Centers: <http://www.nflrc.org> (particularly CLEAR, CARLA, and COERLL)
 - LinguistList: <http://linguistlist.org/>
 - MLA Language Map: http://www.mla.org/map_main
- **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** (the infamous **OWL**) at Purdue:
 - 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/>
- **MSU Academic Calendar:** <http://www.reg.msu.edu/roinfo/calendar/academic.asp>

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>. 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.

The following academic journals, among many others, are reliable sources of high-quality research on second and foreign language acquisition and instruction in regard to various languages.

The Modern Language Journal
Foreign Language Annals
TESOL Quarterly
Language Teaching Research
System

Language Learning & Technology
Studies in Second Language Acquisition
Theory and Practice in Language Studies
Heritage Language Journal
Reading in a Foreign Language

UNIVERSITY POLICIES

Academic Integrity:

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/>. 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> 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 I give you a penalty, I am expected to and will inform the director of your program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

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.

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 <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>).

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.

COURSE MATERIALS

Textbooks:

TPLT = Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford: Oxford University Press.

HBLT = Long, M. & Doughty, C. (Eds.). (2009). *The handbook of language teaching* [Wiley Online Library version]. Retrieved from <http://onlinelibrary.wiley.com>. (Access via MSU Library)

Video Series (available within D2L):

Bateman, B., & Lago, B. (Eds.). (2011). *Methods of Language Teaching* (video series). New York: Routledge.

External Web Sites:

ACTFL Standards = American Council on the Teaching of Foreign Languages – <http://www.actfl.org>

CeLTA Learner Training = Center for Language Teaching Advancement at MSU - <http://learninglanguages.celta.msu.edu/>.

COERLL Modules = Center for Open Educational Resources and Language Learning (COERLL) Foreign Language Teaching Methods - <http://coerll.utexas.edu/methods/>

Readings from other textbooks (PDFs or links to e-books will be provided):

Fortune, T.W., Tedick, D.J., and Walker, C.L. (2008). Integrated language and content teaching: Insights from the immersion classroom. In Fortune, T. W., & Tedick, D. J. (Eds.). (2008). *Pathways to multilingualism: Evolving perspectives on immersion education* [electronic resource] (pp. 71-96). Clevedon, UK: Multilingual Matters.

Graves, K. (2014). Ch 4: Syllabus and curriculum design for second language teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 46-62). Boston, MA: Heinle.

- Murphy, J.** (2014). Ch 39: Reflective Teaching: Principles and Practices. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 613-629). Boston, MA: Heinle.
- Purgason, K.** (2014). Lesson planning. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Boston, MA: Heinle.
- Richards, J., & Lockhart, C.** (1996). Ch 7: Interaction in the second language classroom. In *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Tomlinson, B.** (Ed.). (2012). Chapters 11, 13, 14, and 15 in *Applied linguistics and materials development*. Huntingdon, UK: Bloomsbury Academic. Retrieved from <http://www.ebrary.com.proxy2.cl.msu.edu>.

Readings from scholarly journals or edited volumes (access via MAFLT Library Guide):

- Bateman, B. E.** (2008). Student teachers' attitudes and beliefs about using the target language in the classroom. *Foreign Language Annals*, 41(1), 11-28.
- De la Fuente, M. J.** (2006). Classroom L2 vocabulary acquisition: Investigating the role of pedagogical tasks and form-focused instruction. *Language Teaching Research*, 10(3), 263-295.
- Ellis, R.** (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.
- Kumaravadivelu, B.** (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35(4), 537-560.
- Tomlinson, B.** (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179. doi:<http://dx.doi.org/10.1017/S0261444811000528>
- Ushioda, E.** (2011). Language learning motivation, self and identity: current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199-210.
- Wu, M.-H., & Chang, T. P.** (2012). Designing and implementing a macro-approaches-based curriculum for heritage language learners. *Innovation in Language Learning and Teaching*, 6(2), 145-155.
- Zyzik, E. C., & Polio, C.** (2008). Incidental focus on form in Spanish literature courses. *The Modern Language Journal*, 92(1), 50-73.

FLT 807 - COURSE SCHEDULE

Varies by semester