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Course site: [d2l.msu.edu](https://d2l.msu.edu) → FLT 885 Experiential Module  
Program site: [maflt.cal.msu.edu](https://maflt.cal.msu.edu)  
Office hours: TBD and TBA via D2L and Teams (see Class Policies #2)

Course links: D2L course page: [d2l.msu.edu](https://d2l.msu.edu) → FLT 885 Experiential Modules | Fall 2020  
Microsoft Teams site: [teams.microsoft.com](https://teams.microsoft.com) → EM Projects MAFLT

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## **COURSE DESCRIPTION**

The Experiential Project serves as the capstone activity for the MAFLT Program. It generally follows other coursework, and it is intended to provide opportunities for each student to consolidate and draw upon their prior experience and the learning they have done during the program in order to meet specific professional goals. The size and scope of these projects should be comparable across students, but the nature and specific components of these projects may vary tremendously. The elements that all projects will have in common are that they are specifically tied to experience, rather than generating theoretical work with limited implications for pedagogy. Each project should require the student to review resources from FLT courses, seek out additional resources that can speak to their particular needs and objectives, and create materials that can be used for their own benefit. Ideally, outcomes from each project should be shared widely in order to inform pedagogical approaches in other classrooms and programs.

Typically the EM should be completed at the end of the MAFLT Program, after taking at least 6, if not all 8, courses. Individual EM Projects can earn 2, 3, or 5 credits. Many students will complete one 5-credit project in one semester. Others will complete a 5-credit project over two semesters or two separate projects that earn 3 and 2 credits respectively. The MAFLT faculty have compiled a list of recommended project types and defined specific expectations for each of these projects. See comments in the EM Descriptions regarding courses that should be taken prior to starting certain project types.

As students meet with their own EM Mentor (the instructor of the FLT 885 course), they will define the specific goals, components, and timeline of their own projects. While working on the project, students are expected to invest effort commensurate with 5 credits of coursework and to communicate regularly and consistently with their mentor about their progress. The completed project is an important demonstration of each student's awareness of theory and practices in foreign language teaching and skills as a language educator in applying those theories and practices. As such, the EM outcomes and reflective essay are required components of the Final Portfolio for the MAFLT Program.

## **COURSE OBJECTIVES**

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

1. Design an extensive final project that reflects their professional experience and aspirations, in consultation with the faculty EM Mentor.
2. Mobilize and implement a range of knowledge and skills that have been acquired throughout the student's coursework in the MAFLT Program.
3. Complete a thorough review of relevant scholarly literature that can inform the design and execution of the project.
4. Document the process of the EM project by compiling notes from meetings with the mentor and also by maintaining a journal, blog, or record of research activities.
5. Explore programs, materials, artifacts, online resources, social networks, individual contacts and other resources and models that can inform the design and outcomes of the project.

6. Articulate specific pedagogical approaches and provide instructional materials in forms that can be taken up by other foreign language teachers.
7. Present the outcomes of the project to peers and stakeholders in their local contexts, the MAFLT Program, and the larger field of language teaching and learning.
8. Reflect extensively on the project after its completion, including how well it fulfilled its purposes, challenges that arose, and its impact on the student's professional development.

## **COURSE READINGS**

Readings for this course will vary depending on the nature of specific project designed by the student. There will not be a formal reading list for each project, but students will be expected to read widely, consider a variety of input, and use that input in the creation and evaluation of materials. The course materials listed at the end of this syllabus include general reference texts on language teaching and second language acquisition as well as many sources that will be useful for particular types of projects. Nearly all texts will be available through the MSU Library. Further guidance under Recommended Resources below.

## **COURSE REQUIREMENTS**

### **Initial Proposal**

In preparation for embarking on the EM project, students are expected to submit a preliminary proposal no later than the mid-point of the semester prior to the semester in which the student wants to enroll in FLT 885. This proposal, which can be completed in the form of the EM Application in the D2L MAFLT Community, must be approved before the student can receive permission (i.e., the override) to enroll in the course.

### **Experiential Module Contract**

By the end of the second week as a student enrolled in FLT 885, the student must complete an EM Milestones Worksheet (Parts 1 and 2) and have it approved by the EM Mentor. This contract is designed to confirm that students and instructors are in agreement about the nature of the project, its goals, and the specific items that will be submitted upon completion of the project (the deliverables). This worksheet also helps to establish a timeline for the project. The EM Mentor will provide feedback on the Worksheet, wait for revisions, and then approve and archive the final version. These projects are self-directed, and as such students are responsible for making reasonable plans for project completion and for adhering to their own established guidelines as much as possible.

### **Project Deliverables**

Components to be submitted for each project (deliverables) will depend upon the nature of the proposed EM project. In order to determine what types of deliverables are appropriate and expectations for those documents and products, students should refer to the detailed EM Descriptions in the MAFLT Community or the D2L course page for FLT 885 for guidelines and discuss these items with the EM Mentor. Among other components, all projects will include:

- a substantial paper,

- instructional materials,
- a means of presenting the outcomes to others, and
- a reflective essay.

The remaining components and the nature of each component will depend on the project. The substantial paper, for example, may take the form of a research report, a critique of an assessment, a program evaluation, the rationale for an innovative curriculum, the literature review to support a grant proposal, etc. Further guidelines, templates, and examples will be provided by the mentor.

## **Experiential Module 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.

## **COURSE EXPECTATIONS AND POLICIES**

### **1. Course activities and participation**

For all intents and purposes, participation in this course begins long before students enroll in the course, when they begin to speculate about project types and timing. Once the project has begun, students are expected to be self-directed and proactive in completing the agreed activities but also in terms of knowing when and how to ask for help with those activities. A number of templates are available to help plan, carry out, and track the EM. See instructions in D2L.

- **Meetings:** In the semesters in which students are enrolled in the EM course, they should each strive to communicate with the EM Mentor as requested in order to report progress. The recommended frequency is every other week. The Meeting Log template has been provided as a structure for taking and sharing notes on EM Mentor Meetings.
- **Discussions:** In FLT 885, discussion prompts are provided in D2L Discussions as an opportunity for students to share their projects with each other, to make recommendations, to encourage each other's progress, and to ask questions that might have similar answers across projects. Please participate in them throughout the semester as requested.

### **2. Instructor-student and student-instructor communication**

Because this class is online, our communication by internet and phone will be very important. We may communicate via:

- MSU email (<http://spartanmail.msu.edu>),
- D2L Announcements and Notifications (NOT the email tool in D2L) (<http://d2l.msu.edu>), and
- Microsoft Teams (see [spartan365.msu.edu](http://spartan365.msu.edu) and go to [teams.microsoft.com](https://teams.microsoft.com) to log in).

When I send email to you, I will use your **MSU email account**, not a personal account (this choice is

for security and consistency). D2L Announcements will be used to notify you when new modules and major updates are released. For more informal and immediate communication, we will use Microsoft Teams. Additional training on using Teams in this course will be provided via D2L and Teams. See the Technology section for links to download the apps. Please make sure that you check your MSU email and your Microsoft Teams notifications regularly (at least every 24 hours).

**Making Appointments:** Throughout the semester, office hours are available by appointment. Evening and weekend times can be requested. Appointments can take place by phone, but virtual meetings via Zoom or Teams are preferred. Detailed instructions will be provided via D2L.

### **3. Late assignments *[not applicable in FLT 885 – due dates are negotiated]***

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 will still deduct a percentage (10% per day by default) from that assignment score.

If you submit an assignment after the due date without prior notice, I reserve the right to refuse acceptance of that assignment entirely. The maximum credit possible in this case is 50% of the assignment grade. Exceptions will be made in cases of documented medical emergencies or natural disasters.

### **4. 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 MSU Schedule of Courses ([schedule.msu.edu/](https://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). For Fall 2020, these are the official deadlines:

- Last day to drop with refund (8:00pm) – 9/28/2020.
- Last day to drop with no grade reported (8:00pm) – 10/20/2020.

Further information is available on the Registrar's **Programs & Policies** page: <https://reg.msu.edu/ProgPol.aspx>.

## **ONLINE LEARNING MANAGEMENT SYSTEM**

This online course is managed through Michigan State University's current learning management system, D2L. Log in at [d2l.msu.edu](https://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.

**D2L 24/7 Help Desk:** Click "Help" in D2L or go to [help.d2l.msu.edu](https://help.d2l.msu.edu) or call (517-432-6200)

**Troubleshooting:** If you should have technical trouble while attempting to complete a task or submit an assignment in D2L, you can contact the D2L 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**.

## TECHNOLOGY FOR THIS COURSE

In order to participate in this course, you will need the following technology, all of which you may 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 at no charge from [spartan365.msu.edu](http://spartan365.msu.edu).
- Adobe Acrobat or other PDF reader. Download at no charge from [get.adobe.com/reader](http://get.adobe.com/reader).
- Software for video recording presentations (links and tutorials in D2L). TechSmith Camtasia and Snagit are recommended and provided to MSU students at: [msu.onthehub.com](http://msu.onthehub.com).
- Video camera, audio recorder, or smartphone if you decide to record your own teaching.

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

- **MSU Instructional Technology Support:** <https://tech.msu.edu/support>.
- **Distance Learning Services** - <https://lib.msu.edu/dls/> - links to resources and contact info for the Discovery Services help desk. You can also email them at [reachout@msu.edu](mailto:reachout@msu.edu).
- **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.
- **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 create an “Inbox Rule” to 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**.
- **Microsoft Teams** – <http://teams.microsoft.com/> - log in with your MSU ID. Consider using the desktop app and the app for phones and tablets.
- **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.
- **Zoom** – <http://msu.zoom.us> – Video conferencing software, similar to Skype or Google Hangouts.

## RECOMMENDED RESOURCES FOR LANGUAGE TEACHERS

From our online course page on Desire2Learn (<http://d2l.msu.edu>), you can click Links in the horizontal navigation bar to access a number of important resources for completing coursework and expanding your knowledge and tools for language teaching. We have also compiled a Master List of External Links that brings together links from many courses and projects in the program. Find it by going to Teams > MAFLT Students, opening the General channel, and clicking the tab at the top labelled “External Links.”

- **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 – see listings, links, and resources for all of them at <http://www.nflrc.org>. See especially COERLL, CASLS, NHLRC, CULTR.
  - TELL Project – Teaching Excellence for Language Learning – <http://www.tellproject.org>.
  - LinguistList: <http://linguistlist.org/>
  - MLA Language Map: [http://www.mla.org/map\\_main](http://www.mla.org/map_main)
- **Writing and Research:**
    - MSU Library Guide for MAFLT Program: <http://libguides.lib.msu.edu/maflt>
    - 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 Mendeley ([www.mendeley.com](http://www.mendeley.com)). Use this guide to choose: <https://lib.msu.edu/citationmanagementsw/>.
    - **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 continues to update regularly: <http://libguides.lib.msu.edu/maflt>. This useful guide will help you to locate articles and books, identify other scholarly sources relevant to your MAFLT coursework, and research topics for assignments. The guide also includes instructions for using Google Scholar, guidance on APA format and using citation software such as Mendeley, and links to useful reference texts. You are welcome to contact Stephanie Perentesis for assistance at [perente1@msu.edu](mailto:perente1@msu.edu). She will be glad to guide your exploration of library resources, but she is not a writing tutor and cannot comment on content. As a courtesy to her, attach the Assignment Guidelines when you ask for help.

## Resources for Completing EM Projects

For EM projects, readings and resources will vary widely depending on your topic and the nature of your project. The list of resources at the end of this syllabus is intended as a starting place. Mentors will help you during virtual meetings and between meetings to locate appropriate sources. However, you are expected to take primary responsibility for seeking out appropriate input for your project, reading widely, and sharing the materials you find with your mentor(s).

Depending on the nature of your project, additional materials may be provided, including shared documents that will help you to track and coordinate efforts in regard to finding sources and completing EM tasks; templates for certain types of papers or projects; tutorial materials created for MAFLT students or compiled from public sites; etc.

## GENERAL REQUIREMENTS FOR WRITTEN WORK

1. **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.

2. **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 885 Experiential Module September __, 2020
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Assignment Title

3. **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:        FirstName\_Paper1.docx  
WRONG:        FLT885\_AssignmentTitle.docx  
RIGHT:        LastName\_FLT885\_AssignmentTitle\_Draft.docx

4. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder 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 D2L Discussions or via Microsoft Teams.

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.

5. **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.

6. **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/>.

# **ACADEMIC INTEGRITY GUIDELINES AND POLICIES**

## **Expectations for Academic Integrity at Michigan State University**

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 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.

## **Implications for Academic Integrity in 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.

## **Disagreements and Appeals**

If at some point during or after this course you have a dispute with an instructor about a grade, the application of a policy, or another aspect of the course, you should take the following steps: First, discuss the issue with your instructor in a live meeting (virtual or in person), not exclusively via email. Second, if you and your instructor are unable to resolve the dispute, you may contact the MAFLT Program Director. Beyond that point, you may take your concerns to the Director of the Center for Language Teaching Advancement, Dr. Felix Kronenberg.

## **OTHER UNIVERSITY POLICIES AND RESOURCES**

### **Use of Materials 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>.

### **Counseling and Psychological Services (CAPS)**

Counseling services are available to distance-based MSU students as well as campus-based students.

**About CAPS:** "MSU Counseling & Psychiatric Services, CAPS, is the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LGBTQ) concerns, substance abuse,

trauma, eating or body image concerns, and other personal mental health concerns” ([caps.msu.edu/about-us/index.html](http://caps.msu.edu/about-us/index.html)).

## **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.***

## **REFERENCE MATERIALS AND RESOURCES**

### **Online Libraries and Databases**

See MAFLT Library Guide: <http://libguides.lib.msu.edu/maflt>

- **Linguistics and Language Behavior Abstracts:** <https://search-proquest-com.proxy1.cl.msu.edu/llba/>
- **Wiley Online Library:** Predefined search for books and book chapters on "language acquisition"
- **SAGE Knowledge:** <http://sk.sagepub.com.proxy1.cl.msu.edu/>
- **Ebook Central by ProQuest – Home:** <https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/home.action>

### **Books and Book Chapters**

(most are ebooks available via MSU Library)

Aronoff, M. & Rees-Miller, J. (Eds.) (2017). *The Handbook of Linguistics*. Oxford, UK: Wiley-Blackwell. à MSU Library: <http://catalog.lib.msu.edu/record=b12833194~S39a>

Brinton, D. M., Kagan, O., & Bauckus, S. (2008). *Heritage language education: A new field emerging*. New York: Routledge.

Beard, C. (2010). *Experiential learning toolkit: Blending practice with concepts*. London, GBR: Kogan Page. ISBN: 9780749450786 Link to [Ebook Central](#).

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

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.) (2014). *Teaching English as a second or foreign language*. Boston, MA: National Geographic/Heinle.

Corbett, J. (2010). *Intercultural Language Activities*. Cambridge: Cambridge University Press.

Craig, D. V. (2009). *Action research essentials*. San Francisco, CA: Jossey- Bass.

Ellis, R. (Ed.). (2012). *Language Teaching Research and Language Pedagogy*. Malden, MA: John Wiley & Sons. à Link to [Ebook Central](#).

Kumaravadivelu, B. (2001). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press. à MSU Library: <http://catalog.lib.msu.edu/record=b8970307~S39a>.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd editio). Oxford, UK: Oxford University Press.

Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Malden, MA: Wiley-Blackwell. à Link to [Ebook Central](#).

Long, M. H., & Doughty, C. J. (Eds.). (2009). *Handbook of Language Teaching*. Oxford, UK: Wiley-Blackwell. à Link to [Wiley Online Library](#).

- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum. à Link to [Ebook Central](#).
- Noffke, S. E., & Somekh, B. (Eds.). (2009). *The SAGE handbook of educational action research*. Thousand Oaks, CA: SAGE Publications.  
<http://dx.doi.org.proxy2.cl.msu.edu/10.4135/9780857021021>
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Shehadeh & Coombe <https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/detail.action?docID=1034982>
- Shehadeh, A., & Coombe, C. A. (Christine A. (2012). *Task-based language teaching in foreign language contexts: Research and implementation*. Philadelphia, PA: John Benjamins Publishing. à Link to [Ebook Central](#).
- Tomlinson, B. (Ed.). (2013). *Developing materials for language teaching* (2nd ed.). London, UK: Bloomsbury. à Access via [EBSCOhost](#).
- Weisser, M. (2016). *Practical corpus linguistics: An introduction to corpus-based language analysis*. Malden, MA: Wiley-Blackwell. à MSU Library: <http://catalog.lib.msu.edu/record=b11861910~S39a>

## Journal Articles

- Borg, S. (2010). Language teacher research engagement. *Language Teaching*, 43(4), 391–429.
- Burns, A. (2005). Action research: an evolving paradigm? *Language Teaching*, 38(02), 57–74.  
 Retrieved from [Language Teaching](#).
- Darvin, R., & Norton, B. (2015). Identity and a Model of Investment in Applied Linguistics. *Annual Review of Applied Linguistics*, 35, 36–56.
- Dewaele, J. M. (2019). When elephants fly: The lift-off of emotion research in applied linguistics. *The Modern Language Journal*, 103(2), 533–536.
- Dogancay-Aktuna, S. (2006). Expanding the socio-cultural knowledge base of TESOL teacher education. *Language, Culture and Curriculum*, 19(3), 278–295.
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<https://doi.org/10.1002/9781118271643.ch2>

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- García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *Modern Language Journal*, 95(3), 385–400.
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- Lo Bianco, J., & Peyton, J. K. (2013). Vitality of heritage languages in the United States: The role of capacity, opportunities, and desires. *Heritage Language Journal*, 10(3), 1–8.
- Nassaji, H. (2016). Research Timeline: Form-focused instruction and second language acquisition. *Language Teaching*, 49(01), 35–62.
- Norris, J. M. (2016). Language program evaluation. *Modern Language Journal*, 100(Supplement), 168–189. <https://doi.org/10.1111/modl.12307>
- Ross, S. J. (2011). Ch 39: Program evaluation. In C. Doughty & M. H. Long (Eds.), *Handbook of Language Teaching* (pp. 756–778). Malden, MA: Wiley-Blackwell. à Link to [Wiley Online Library](#).
- Sato, M., & Loewen, S. (2019). Do teachers care about research? The research–pedagogy dialogue. *ELT Journal*, 73(1), 1–10.
- Savignon, S. J. (2007). Beyond communicative language teaching: What’s ahead? *Journal of Pragmatics*, 39(1), 207–220.
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199–210.
- Valdés, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? *Modern Language Journal*, 89(3), 410–426.