

Michigan State University
FLT 817 – Section 730 – Online
Foreign Language Program Development & Administration

Course Syllabus
Spring 2021

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Office hours: Monday 5 p.m., Wed 12 p.m., or by appointment (see Class Policies #2)
Appointment site: Schedule individual times via [Microsoft Bookings](#) at least 24 hours in advance

Course links: D2L course page: d2l.msu.edu → FLT 817 Program Dev & Admin
Microsoft Teams site: teams.microsoft.com → FLT 817 (look for our class logo)

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COURSE READINGS

Course readings will come from the following texts, among others. Additional readings will be available directly through the MSU library or through our course page on D2L (<https://d2l.msu.edu/d2l/home/908252>).

- Lord, G. (2013). *Language program direction: theory and practice*. Pearson.
 - Purchase in print or ebook format.
- Jensen, J., Sandrock, P., & Franklin, J. (2007). *The essentials of world languages, grades K-12: Effective curriculum, instruction, and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
 - Available via [MSU access to Ebook Central](#).
- Pennington, M. & Hoekje, B. (2010). *Language program leadership in a changing world: An ecological model*. Bingley: Emerald Group Publishing Limited.
 - Available via [MSU access to Ebook Central](#).

COURSE DESCRIPTION

Across the world and particularly in the United States, the field of foreign language teaching is facing critical challenges and yet can also address the challenges that prevent us from communicating and reaching consensus with others. A recent report commissioned by the American Academy of Arts and Sciences called *America's Languages: Investigating in Language Education for the 21st Century* (www.amacad.org/publication/americas-languages) states that “there is an emerging consensus among leaders in education and science, business and government, international relations and the military, and community organizations and nonprofits... that a greater public emphasis on language education would yield results far greater than any initial financial investments” (p. 6). The goals proposed by the Commission on Language Learning include the following:

- Increase the number of language teachers at all levels of education so that every child in every state has the opportunity to learn a language other than English.
- Supplement language instruction across the education system through public-private partnerships among schools, government, philanthropies, businesses, and local community members.
- Support heritage languages already spoken in the United States, and help these languages persist from one generation to the next.
- Provide targeted programming and additional support for Native American languages being used as primary languages of education.
- Promote opportunities for students of all ages to learn languages by experiencing other cultures and immersing themselves in languages as they are used in everyday interactions and across all segments of society. (p. 6)

While the report emphasizes the shortage of language teachers, the answer to that need is not a matter of numbers alone. Instead, we must strive to be and to train excellent language teachers who can effectively move learners toward proficiency, create programs that support those teachers and learners, and develop broad networks of language educators who can collaborate with one another and also coordinate with other stakeholders. This course is intended to help current and aspiring language teachers to take up that mandate and develop or advance their skills in teacher leadership, including program evaluation, teacher supervision, curriculum design, and presentation of professional development opportunities.

COURSE OBJECTIVES

By the end of the semester, students in this course will be able to do the following with greater skill and effectiveness:

1. **Professionalization:** Advance your own professional development by reflecting on your growth and needs and honing materials that can be used to articulate expertise and seek employment.
2. **Awareness and Advocacy:** Identify, describe, and respond to issues facing the field of foreign language teaching today and respond appropriately to those issues.
3. **Teacher Supervision:** Consider principles and practices of language teacher supervision, select and design methods of supporting and evaluating teachers, and create professional development materials for language teachers.
4. **Curriculum Development:** Critically examine the needs of the learner, context, and other stakeholders, evaluate and select materials, and make decisions at the curricular level.
5. **Program Evaluation:** Identify and describe common issues in foreign language program development and administration and carry out a thorough examination of an existing program.
6. **Research Engagement:** Use methods of data collection and analysis including interviews, observations, and thematic coding appropriately to investigate and report on features of programs and teacher experience.
7. **Peer Collaboration:** Collaborate with peers in the course to address issues mentioned above and to create professional development experiences for language teachers in and beyond our current community of practice.

COURSE REQUIREMENTS

The following table summarizes the five main components of your grade for this course. Further details, guidelines, and suggestions for each task will be provided as the semester goes on. All due dates are by midnight (in D2L, this is really 11:59 p.m.) on Monday of the specified week unless otherwise noted.

Tasks		Weight
Module Discussion Participation – 20%		
Module Discussions and Assignments	The discussions in this course offer meaningful opportunities to draw upon your experience in the classroom and in leadership, to reflect on your strengths, to identify ways you can grow, to brainstorm with your peers, to share resources you find, and to support your peers in their development. These posts are also the primary way that you are held accountable for reading the assigned course materials. In this course, you can expect to see two prompts per week in D2L Discussions. A primary response to the instructor prompt and at least one substantial reply to a peer's post in each thread are required for full credit. Module assignments related to our discussions also fall in this category.	20%
Professionalization and Portfolio Materials – 10%		

Teaching Philosophy	In this course students will return to the teaching philosophy that you wrote in FLT 807 Methods of Foreign Language Teaching or create a new essay, consider how your philosophy has changed over time, and revise your essay for inclusion in your Final Portfolio.	5%
Resumé / Curriculum Vitae (CV)	We will also review and revise resume or curriculum vitae documents and align them with current norms in the field. This document will also be included in your Final Portfolio for the program.	5%
Teacher and Teacher Leader Interviews – 20%		
As a form of data collection for this project and as a stimulus for further learning and reflection, students will conduct a series of interviews, including peer interviews, focus group interviews with existing teams of teachers, and interviews with teacher supervisors. Responsibilities for interviews and analysis will be negotiated during the course depending on students' current teaching situations, access to other language teachers, and research experience. The series includes four interviews: Classmate, Local Peer, Program Team, and Supervisor. Details on conducting these interviews, including questions, procedure, creating transcripts, and analysis, will be provided in the Assignment Guidelines folder in D2L. Full credit for each interview includes submitting the transcript and analysis.		
Program Evaluation Project – 30%		
Effective leadership in language teaching programs depends on the ability to identify important features of the program, compare it with the needs of students and other stakeholders, and respond to those needs appropriately. This assignment will involve collaborating with peers to describe a program, identify strengths as well as areas for growth, and propose steps and strategies for promoting that growth, particularly in the areas of curriculum design, teacher supervision, and program advocacy. This project includes a number of components that you will complete throughout the semester, including planning worksheets to support your group's collaboration, program description, needs analysis, recommendations, the full final report, and executive summary that can be shared with the stakeholders in your program. Details on the sequence and procedure for completing these projects are provided in the relevant Assignment Guidelines folder.		
Foreign Language Excellence Exchange – Virtual Conference – 20%		
In response to the needs articulated prior to and in this course, we will work together to plan and carry out a virtual conference. Students in this course will be responsible for selecting themes and topics, writing conference proposals, giving presentations on selected topics related to FL teacher development, teacher leadership, and excellence in FL teaching. The ultimate outcome of this conference should be a stable set of resources that we can then share with other teachers in various contexts and at various stages in their careers, including colleagues in your local communities of practice. Completion of this project includes the following components:		
Proposal and Proposal Review	Write your own conference proposal and review proposals written by your classmates using a process that mirrors the proposal requirements for the annual ACTFL Convention (www.actfl.org).	5%
Conference Presentation	Plan and present an individual workshop session. The total time for each virtual session will be 25 minutes, including interaction with the audience. These sessions are intended to be delivered live during the scheduled conference day and recorded for later sharing and peer response. The grade for this assignment includes the slides, which demonstrate preparation for the session, and the presentation itself.	10%
Conference Participation and Peer Response	In addition to presenting individual sessions in the virtual conference, students will be asked to take on responsibilities in regard to the logistics of the virtual conference and to respond to others' presentations as audience members.	5%

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% equate to 3.5, 82% to 87% to 3.0, etc. At the end of the semester, I 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, and they will only be adjusted upward.

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% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87% 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% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

CLASS POLICIES AND EXPECTATIONS

1. Course modules and weekly activities

As mentioned above, this course consists of 12 modules. In the remaining weeks of the semester after we complete those modules, you will review the course content, share your work with classmates, and complete your investigative projects. The weekly due date for this course will always be **Monday midnight** (Eastern time, or in your time zone if later). Each week, you will participate in an online discussion and complete other related tasks. Responding to other students' posts is required and must be completed by **the following Monday**. Virtual events and meetings may be scheduled on other days of the week. Your availability will be requested and taken into account when scheduling those meetings.

Online graduate courses in the MAFLT program at MSU rely on regular and consistent participation throughout the semester. It is recommended that you set aside **an average of 6-12 hours per week** for course tasks. Your workload will vary depending on your experience in FLT courses, your teaching experience, whether you have major assignments due that week, and other factors. 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 and student-instructor communication

Because this class is online, our communication by internet and phone will be very important. We will use the following three methods of communication as the semester goes on:

- Announcements in D2L (<http://d2l.msu.edu>);
- Microsoft Teams (teams.microsoft.com); and
- SpartanMail/Outlook email (<http://spartanmail.msu.edu>).

Further guidance on the use of each of these methods of communication will be provided in D2L under General Course Materials. **D2L Announcements** will be used to notify you when new modules and major updates are released. We do NOT use D2L email. For more informal and immediate communication and for collaborative activities, we will use **Microsoft Teams**. Additional training on using Teams in this course will be provided via D2L and via Teams. See the section on Spartan365 apps under **Technology for this Course** below. Email will only be used on a limited basis, though you can reach me at alanier@msu.edu at any time. When I send email to you, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). See the Technology section below for links to download the apps. Please make sure that you check your MSU email and your Microsoft Teams notifications regularly.

Making Appointments: Throughout the semester, office hours are available by appointment. Evening and weekend times can be requested. The default appointment length is 15 minutes. Appointments can take place by phone, but Zoom virtual meetings are preferred. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, go to the following site (link also on our D2L home page) and select at least two separate times. Please strive to make these appointments *at least 24 hours* in advance. You will receive a confirmation and reminders.

Microsoft Bookings: <http://bit.ly/bookings-alanier>

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. The meeting ID and link will be provided for each class virtual event. For individual appointments, join my “personal meeting room” by going to the following stable URL:

Zoom Meetings: <http://msu.zoom.us/my/amanda.lanier>

3. Late assignments

You are responsible for submitting all components of each required task on time. With very few exceptions, due dates appear as 11:59 p.m. in Eastern time. For all course requirements, including posts in D2L Discussions and materials submitted via D2L Assignments. If your time zone is later than Eastern time, you may submit your materials as late as midnight in your own time zone. 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/). 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) – 2/12/2021.
- Last day to drop with no grade reported (8:00pm) – 3/10/2021.

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

TECHNOLOGY FOR THIS COURSE

D2L 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 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 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. Other troubleshooting advice is provided in the D2L course page under **FAQ**.

Recommended Hardware and Software for All Courses

In order to participate in this course, you will need the following technology, all of which you may already have at your disposal. These tools are recommended for all FLT courses:

- 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.
- Microsoft Office or compatible software. Download free from 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).
- Video camera, audio recorder, or smartphone if you decide to record your own teaching.

MSU Resources Pertaining to FLT Online Courses

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

- **MSU Instructional Technology Support:** <https://tech.msu.edu/support>.
- **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.
- **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.
- **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.

Spartan365 / Office 365 Apps in Particular

- **SpartanMail** – <http://spartanmail.msu.edu> – This email account is the most important way that MAFLT instructors communicate with students. Please check it every day. Note that SpartanMail is based on Microsoft Outlook. You can access it in a browser (such as Chrome or Microsoft Edge), by using Microsoft Outlook on your desktop, and/or as an app on your mobile devices. You can create an “Inbox Rule” to forward it to another email account, but we recommend using Outlook for MSU email.
- **Spartan365 Apps** – <http://spartan365.msu.edu> – from this site, you can access and download an array of Office365 apps, including **Microsoft Office Pro**. In addition to MS Word, Excel, PowerPoint, and Outlook, which may already be familiar to you, we also use the following less-familiar apps. You can learn more and find training at michiganstate.sharepoint.com/sites/Spartan-365-Help-FAQ.
 - **OneDrive** – <http://onedrive.microsoft.com> – cloud storage for your files.
 - **Teams** – <http://teams.microsoft.com> – all FLT courses have a class Team for communication and collaboration.
 - **SharePoint** – <http://sharepoint.microsoft.com> – hub similar to a private website for each Team. Provides access to the same documents found under Files in Teams.
- **MAFLT Students** in the Microsoft “ecosystem”:
 - **Teams** group: [MAFLT Students - General](#)
 - **SharePoint** site for this Team with many useful links to forms, documents, and help resources: michiganstate.sharepoint.com/sites/MAFLT

RECOMMENDED PROFESSIONAL AND ACADEMIC 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 – 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

Academic Writing and Library 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 or Mendeley. 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. 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.

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 817 – Dr. Lanier January __, 2021

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. Your attention to these details is appreciated because it smooths the process of managing paperwork and feedback.

WRONG: FirstName_Paper1.docx
WRONG: FLT817_AssignmentTitle.docx
RIGHT: **LastName_FLT817_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. Nevertheless, course credit will be based on your submissions in D2L Assignments.

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 the markup tools in D2L 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 may 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 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. In the case of this course, the instructor is also the program director. Therefore, 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).

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>.

COURSE MATERIALS

Main Course Textbooks

Lord, G. (2013). *Language program direction: theory and practice*. Pearson.

Jensen, J., Sandrock, P., & Franklin, J. (2007). *The essentials of world languages, grades K-12: Effective curriculum, instruction, and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development. Access electronic text at: <https://ebookcentral.proquest.com/lib/michstate-ebooks/detail.action?docID=3002163>.¹

Pennington, M. & Hoekje, B. (2010). *Language program leadership in a changing world: An ecological approach*. Bingley: Emerald Group Publishing Limited. Access electronic text at: <https://ebookcentral.proquest.com/lib/michstate-ebooks/reader.action?docID=554818>.¹

Important Organizations and Sites

TELL Project – Teacher Excellence in Language Learning

→ <http://www.tellproject.org>

AELRC – Assessment and Evaluation Language Resource Center – Evaluation Resources

→ <https://aelrc.georgetown.edu/resources/evaluation/>

AAUAC - American Association of University Supervisors, Coordinators, and Directors of Language Programs

→ <https://aausc.wildapricot.org/Issues-in-Language-Program-Direction>

ACTFL – American Council for Foreign Language Teaching – Guidelines & Manuals

→ <https://www.actfl.org/publications/guidelines-and-manuals>

American Councils – Foreign Language Enrollment Survey

→ <https://www.americancouncils.org/language-research-fle-state-language-us>

Additional Textbooks and Reference Materials

Access texts available at **Ebook Central** from this shared folder: [Program Dev & Admin](#).
(Also linked to General Course Materials folder in D2L.)

Heller, D. A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: Association for Supervision and Curriculum Development. Access at Ebook Central.

Hoerr, T. R. (2005). *The art of school leadership*. Alexandria, VA: Association for Supervision and Curriculum Development. Access at Ebook Central.

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

Noffke, S. E., & Somekh, B. (Eds.). (2009). *The SAGE handbook of educational action research*. Thousand Oaks, CA: SAGE Publications. Access at [SAGE](#).

¹ Need an account? Follow this link to [ProQuest Ebook Central](#) and click Sign In.

Journal Articles

These articles are available through the MSU library's databases. I recommend that you begin your search at our MAFLT library guide: <http://libguides.lib.msu.edu/maflt>.

- Allen, L.Q. (2018). Teacher leadership and the advancement of teacher agency. *Foreign Language Annals*, 51, 240-250.
- Borg, S. (2010). Language teacher research engagement. *Language Teaching*, 43(4), 391–429.
- Darling-Hammond, L. (2013). When teachers support & evaluate their peers. *Educational Leadership*, 71(2), 24-29.
- Delaney, Y.A. (2012). Research on mentoring language teachers: Its role in language education. *Foreign Language Annals*, 45(S1), 184-202.
- Enkin, E., & Correa, M. (2018). Evaluating learner and teacher perceptions of program outcomes in the foreign language major, 15(1), 66–80.
- González-Lloret, M., & Nielson, K. B. (2015). Evaluating TBLT: The case of a task-based Spanish program. *Language Teaching Research*, 19(5), 525–549.
- Kissau, S.P., King, E.T. (2014). Peer mentoring second language teachers: A mutually beneficial experience? *Foreign Language Annals*, 48(1), 143-160.
- Peel, K. L. (2020). A beginner's guide to applied educational research using thematic analysis. *Practical Assessment, Research, and Evaluation*, 25(2), 1–15. Retrieved from <https://scholarworks.umass.edu/pare/vol25/iss1/2/>
- Norris, J. M. (2016). Language program evaluation. *Modern Language Journal*, 100(Supplement), 168–189.
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44(1), 5–33.
- Swanson, P. & Mason, S. (2018). The world language teacher shortage: Taking a new direction. *Foreign Language Annals*, 51, 251–262.
- Tedick, D. J. (2009). K-12 Language teacher preparation: Problems and possibilities. *Modern Language Journal*, 93(2), 263–267.
- Teemant, A. (2018). Reframing the space between: Teachers and learners in context. *Language Teaching Research*, 24(1), 82–93.

Book Chapters and Reports

The following books and chapters are available as free e-books through the MSU library, accessible online, or will be provided as PDFs on our password-protected course site in D2L.

- Bennett, N., & Anderson, L. (2003). *Rethinking educational leadership: Challenging the conventions*. London: Sage Publications. ISBN: 0761949240

- Burns, A. (2009). Action research in second language teacher education. In A. Burns & J. C. Richards (Eds.), *The Cambridge Guide to Second Language Teacher Education* (pp. 289–297). Cambridge: Cambridge University Press.
- Cohan, A., & Honigsfeld, A. (2011). *Breaking the mold of preservice and inservice teacher education: Innovative and successful practices for the 21st century*. Lanham: Rowman & Littlefield Education. ISBN: 9781607094029
- Commission on Language Learning (2017). *America's Languages: Investing in Language Education for the 21st Century*. Cambridge, MA: American Academy of Arts & Sciences. Retrieved from <http://www.amacad.org/publication/americas-languages>.
- Davis, J. M., & McKay, T. H. (2018). *A guide to useful evaluation of language programs*. Washington, D.C.: Georgetown University Press. Retrieved from <http://press.georgetown.edu/book/languages/guide-useful-evaluation-language-programs>.
- Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks, CA: Sage.
- Martel, J. (2015). Learning to Teach a Foreign Language: Identity Negotiation and Conceptualizations of Pedagogical Progress. *Foreign Language Annals*, 48(3).
- McDonald, J., & Cater-Steel, A. (Eds.). (2017). *Communities of practice: Facilitating social learning in higher education*. Singapore: Springer. Access at [SpringerLink](#).
- Montrul, S. (2009). 11 Heritage Language Programs. In M. Long & C. Doughty (Eds.), *Handbook of Language Teaching* (pp. 182–200). Malden, MA: Wiley-Blackwell.
- Murphy, J. (2014). Reflective teaching: Principles and practice. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed., pp. 613–629). Boston, MA: National Geographic Learning / Heinle.
- Pugach, M. C., & Blanton, L. P. (2009). A framework for conducting research on collaborative teacher education. *Teaching & Teacher Education*, 25(4), 575–582.
- Ross, S. J. (2009). Ch 39: Program evaluation. In C. Doughty & M. H. Long (Eds.), *Handbook of Language Teaching* (pp. 756–778). Malden, MA: Wiley-Blackwell. Retrieved from <https://onlinelibrary-wiley-com.proxy2.cl.msu.edu/doi/book/10.1002/9781444315783>
- Rust, F., & Meyers, E. (2006). The bright side: teacher research in the context of educational reform and policy-making. *Teachers and Teaching: Theory and Practice*, 12(1), 69–86.
- Sanz, C., & Lado, B. (2014). Ch 1: Individual differences in language development: Teaching diverse populations. In C. Sanz & B. Lado (Eds.), *Individual Differences, L2 Development, and Language Program Administration: From Theory to Application* (AAUSC Vol. 13) (pp. 1–12). Stamford, CT: Cengage Learning.
- Taylor-Powell, E. & Renner, M. (2003). *Analyzing qualitative data*. Madison, WI: University of Wisconsin System.