Michigan State University   **Course Syllabus**
FLT 841 – Section 730 – Online   **Spring 2021**
<u>**Special Topics: Literacy in a Foreign Language**</u>

Instructor:	Dr. Bruna Sommer-Farias
Email:	This course: fariasbr@msu.edu | Program questions: maflt@cal.msu.edu
Office hours:	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 841 L2 Literacy
	Microsoft Teams site: teams.microsoft.com → FLT 841 (look for our class logo)

CONTENTS

Course Readings

Required:

- Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. Routledge. https://www.routledge.com/Teaching-L2-Composition-Purpose-Process-and-Practice/Ferris-Ferris-Hedgcock-Hedgcock/p/book/9780415894722

- Tardy, C. M. (2019). Genre-based writing: What every ESL teacher needs to know. *University of Michigan*. https://www.amazon.com/Genre-Based-Writing-Every-Teacher-Needs-ebook/dp/B07PH1C5J2

Additional readings will be available directly through the MSU library or through our course page on D2L (https://d2l.msu.edu/d2l/home/908254). A detailed reference list is provided at the end of the syllabus in APA format.

COURSE DESCRIPTION

Although literacy has traditionally been defined as the ability to read and write, as separate linguistic and cognitive processes, the second half of the 1990s has witnessed a shift to viewing reading and writing as interconnected communicative modes that are inseparable from specific cultural and textual schema. In this sense, integrated views of literacy seek to develop "abilities that are more analytical and conceptual rather than focusing simply on comprehension and functional use" (Warner & Dupuy, 2017, p. 118). Drawing on sociocultural perspectives of literacy, this course includes major readings from the fields of composition studies and foreign language education to engage the student in discussions around the major concepts of literacy, multiliteracies and genre as well as how to operationalize these concepts into pedagogical practices in world language classes for multilingual students. The readings and projects will prepare the student to create literacy-oriented lessons to both leverage students' existent literacies and develop biliteracy in their additional languages. The assignments and projects also aim to foster metacognitive awareness of students' own biliteracy practices to promote opportunities for experimentation with strategies for multi- and cross-lingual writing in light of the current theories.

COURSE OBJECTIVES

By the end of the semester, students in this course will be able to do the following:
1. Recognize, discuss, and explain the concepts of literacy and literacy practices as a foundation for the teaching of reading and writing as integrated skills situated in a given context.
2. Develop awareness of L2 literacy and genre knowledge, and hone skills in creating activities and lessons that increase your own students' abilities in comprehending and producing written, oral and multimodal genres.

3. Investigate the formal and rhetorical natures of genres through observation using the frameworks studied to apply findings to materials design and classroom instruction.
4. Develop awareness of your own biliteracy practices via experimentation with strategies for multi- and cross-lingual writing in light of the current theories as in readings and class discussion.

COURSE REQUIREMENTS

The following table summarizes the 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 Thursday of the specified week unless otherwise noted.

Tasks		Weight	Due Date
Participation tasks			
Online Discussions	D2L Discussion Forum Each week I will provide you with discussion prompts focusing on the readings for the week and/or a task related to the topic of the current module. Your postings will be assessed on the depth of your response to the prompt and your accurate and thorough use of the material you have read that week to support your ideas. In order to receive full credit, you must post a response to each prompt for the week (each thread) AND respond to at least one classmate in each thread. The tasks will comprise application of methods and strategies discussed in the textbooks.	25%	Every week Initial posts – by midnight Thursday Response posts – by following module due date
Reflective Tasks			
Biliteracy journal	OneNote - Microsoft Teams In a private OneNote in Teams you will respond to prompts that will give you the opportunity to experience the potential of reflective journals for one's own learning process. Prompts will invite you to read and write in the world language(s) you teach or aim to teach in order to experiment with methods to support the development of your own biliteracy practices as well as serve a way to support informed choices for your own practices when teaching for literacy. These prompts include experimenting with translation tools and keeping a bilingual glossary.	20%	Modules 1, 4, 9, 11 (subject to change)
Application Projects			
The FLLITE project	D2L – upload to Assignments	25%	**FLLITE Lesson draft:**

	This assignment provides practice in creating literacy-based lessons using creative and accessible authentic texts for FL learners. **Lesson Design:** Based on lessons of your choice shared in the FLLITE archive, design one lesson involving genre, theme or symbolic play for use in a teaching context that is relevant to you. Submit a plan and rationale using the provided activity design template and any images, links, handouts, rubrics, or other materials needed in order to conduct the lesson. These designs should also incorporate communicative and task-based principles taught in FLT 807 Methods and other FLT courses. **FLLITE Lesson Presentation:** At the end of the semester, you will share your lesson with your classmates by recording a short video presentation in which you describe your lesson and demonstrate how it will be presented to learners of your target language. Alternatively, we will meet synchronously to share and give feedback to the lessons. You are encouraged to submit your lesson to be included in the FLLITE archive.		Module 8 **FLLITE Lesson final:** Module 12 **FLLITE Lesson presentation:** TBD
The Unfamiliar Genre Project	D2L – Upload to Assignments OneNote - Microsoft Teams – Personal Workspace The purpose of this project is for you to practice the skills necessary to investigate and analyze an unfamiliar genre and use that analysis as the basis for teaching decisions. This project will involve selecting one genre that is unfamiliar to you in your TL and investigate the formal, rhetorical and content features of the genre as well as its production process. You will collect genre samples, analyze them for conventional and uniqueness features, including appropriateness for specific audiences. You will write this unfamiliar genre and reflect about the writing process. You will then create pedagogical materials informed by your investigative and reflective experience addressing a specific student population. A substantial portion of your grade for this project will be based on participation in an ongoing drafting process since this project will be completed in multiple stages. Further guidance will be provided throughout the course.	30%	**Project Proposal** due Module 3 **Needs Analysis** due Module 5 **Genre Samples with Reflection** Module 10 **Pedagogical Materials** Module 12 Final Version: Due April 30

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 **Thursday 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 Thursday**. Note that weekly tasks constitute 30% of the overall course grade. Larger assignments will be due every even-numbered module.

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 will be very important. For communication that pertains to the whole class, I will use your MSU email address and , the Announcements in D2L. For individual

communication, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). Please make sure that you check your MSU account regularly (at least every 24 hours). You can email me directly at fasriasbr@msu.edu. (See p. 1 or D2L for other contact information.)

Making Appointments: Throughout the semester, office hours are available by appointment. Evening and weekend times can be requested. The default appointment length is 20 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). Please strive to make these appointments *at least 24 hours* in advance. You will receive a confirmation and reminders.

Microsoft Bookings: https://outlook.office365.com/owa/calendar/Bookings.DrBrunaSommer-Farias@msu.edu/bookings/

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

Zoom Meetings: msu.zoom.us/my/sommerfarias

3. Late assignments

You are responsible for handing in all assignments on time. Late assignments will not be accepted unless you request an extension **prior to the due date**. If you realize that you will not be able to complete an assignment on time, you may request an extension. In these cases, I 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 schedule system (http://schedule.msu.edu/). You can click on a course's section number to see the date by which you must drop if you would like to receive a refund (not pay for the class).

For Spring 2021, 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.

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**.

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.
- 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 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.
- **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**.
- **Google Apps for Education** – http://googleapps.msu.edu/. Access to Drive, Calendar, Sites, Classroom, etc. with MSU NetID. Using your MSU access provides for greater security.
- **Kaltura MediaSpace** – http://mediaspace.msu.edu – Allows faculty and students to create, upload, and share videos. MediaSpace also provides tools for recording presentations.
- **Zoom** – http://msu.zoom.us – Video conferencing software, similar to Skype or Google Hangouts.

RECOMMENDED RESOURCES

From our online course page on Desire2Learn (http://d2l.msu.edu), you can access links to a number of important resources for completing coursework and expanding your knowledge and tools for language 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

- **Writing and Research:**
    - MSU Library Guide for MAFLT Program: http://libguides.lib.msu.edu/maflt
    - Google Scholar: http://scholar.google.com/ - Modify the settings to tell Scholar to connect to the MSU library and offer options for downloading citation information. Look for further instructions in the MAFLT Library Guide.
    - Library links to citation style guides, citation management software, tutorials, and related resources: https://www.lib.msu.edu/research/cite-resources/.
    - Citation management software such as EndNote 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.

As you conduct research for course assignments, especially the Intercultural Investigation Project, you will need to seek out sources beyond those assigned for the course. You will use academic journals and also other, less scholarly sources such as travel guidebooks or articles in respected popular magazines such as the *Economist* or the *Atlantic Monthly*. Journals that may be most useful to you are listed below. They should serve as reliable sources in regard to culture and intercultural communication, though you may certainly identify useful sources in other journals. These journals publish work that focuses on a range of target languages. If you are not sure if an article or chapter you are reading is a high-quality academic source, please discuss it with me.

The Modern Language Journal	*Heritage Language Journal*
Foreign Language Annals	*International Journal of Bilingualism and*
TESOL Quarterly	*Bilingual Education*
Journal of Second Language Writing	*Language, Culture, and Curriculum*
Language Learning &Technology	*Language, Identity, and Education*
Language Teaching Research	*International and Intercultural Communication*
Language Learning	*System*

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 815 – Dr. Sommer-Farias
January __, 2020

<div align="center">Assignment Title</div>

---

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: FLT815_AssignmentTitle.docx
       RIGHT: **LastName_FLT815_AssignmentTitle_Draft.docx**

4. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder (formerly Dropbox) unless explicitly stated otherwise. Please do **not** submit papers by **email** unless you are having technical trouble and cannot resolve it through the Help Desk. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L. In some cases, you will also be asked to share your work with peers via **Google Drive**. The shared folder for this course is linked to our D2L page under General Course Materials.

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

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. 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)

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 (LBGTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns. CAPS combines the services of the former MSU Counseling Center and former Olin Psychiatry Clinic to provide improved access for students. From: https://caps.msu.edu/about-us/index.html. Services are available for off-campus students.

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

Course Textbooks:

Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. Routledge. https://www.routledge.com/Teaching-L2-Composition-Purpose-Process-and-Practice/Ferris-Ferris-Hedgcock-Hedgcock/p/book/9780415894722

Tardy, C. M. (2019). Genre-based writing: What every ESL teacher needs to know. *University of Michigan*. https://www.amazon.com/Genre-Based-Writing-Every-Teacher-Needs-ebook/dp/B07PH1C5J2

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, H. W., & Goodspeed, L. (2018). Textual borrowing and perspective-taking: A genre-based approach to L2 writing. *L2 Journal*, 10(2).
Colombi, M. C. (2009). A systemic functional approach to teaching Spanish for heritage speakers in the United States. *Linguistics and education*, *20*(1), 39-49.

Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies: An international journal*, *4*(3), 164-195. Available at: https://www-tandfonline-com.proxy2.cl.msu.edu/doi/pdf/10.1080/15544800903076044?needAccess=true

De Oliveira & Lan, S.-W. (2014). Writing science in an upper-elementary classroom: A genre- based approach to teaching English language learners. *Journal of Second Language Writing, 25,* 23-39.

Elola, I, & Oskoz, A. (2017). Writing with 21st century social tools in the L2 classroom: New literacies, genres, and writing practices. *Journal of Second Language Writing*, 36, 52-60.

Fidler, M. U. (2003). Reading and technology in less commonly taught languages and cultures. *In P. Patrikis (Ed.). Reading between the lines: Perspectives on foreign language literacy (pp. 40-59). Yale University Press.*

Gebhard, M., & Haman, R. (2011). Reconsidering genre theory in K-12 schools: A response to school reforms in the United States. *Journal of Second Language Writing*, *20*, 45–55.

Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in society*, 49-76.

Kern, R. (2003). Literacy as a new organizing principle for foreign language education. In P. Patrikis (Ed.). *Reading between the lines: Perspectives on foreign language literacy* (pp. 40-59). Yale University Press.

Reichelt, M., Lefkowitz, N., Rinnert, C., & Schultz, J. M. (2012). Key issues in foreign language writing. *Foreign Language Annals*, 45(1), 22-41.

Schoonen, R., van Gelderen, A., Stoel, R. D., Hulstijn, J., & de Glopper, K. (2011). Modeling the development of L1 and EFL writing proficiency of secondary school students. *Language Learning*, 61(1), 31-79.

Troyan, F. J. (2016). Learning to mean in Spanish writing: A case study of a genre-based pedagogy for standards-based writing instruction. *Foreign Language Annals*, *49*(2), 317-335.

Troyan, F. J. (2014). Leveraging Genre Theory: A Genre-Based Interactive Model for the Era of the Common Core State Standards. *Foreign Language Annals*, *47*(1), 5-24.

Warner, C., & Dupuy, B. (2017). Moving toward multiliteracies in foreign language teaching: Past and present perspectives… and beyond. *Foreign Language Annals*, *51*(1), 116-128.

Yasuda, S. (2011). Genre-based tasks in foreign language writing: Developing writers' genre awareness, linguistic knowledge, and writing competence. *Journal of Second Language Writing, 20,* 111-133.

Books, book chapters, and other materials:

The following books and chapters are available as free e-books through the MSU library OR will be provided as PDFs via D2L.

DasBender, G. (2015) Using Reflective Writing to Increase Metacognition and Writing Knowledge. In Mark Roberge, Kay M. Losey, and Margi Wald (Eds.) *Teaching U.S.- Educated Multilingual Writers.* University of Michigan.

Forbes, K. (2018). "In German I Have to Think about It More than I Do in English": The Foreign Language Classroom as a Key Context for Developing Transferable Metacognitive Writing Strategies. In *Metacognition in Language Learning and Teaching* (pp. 153-170). Routledge.

Hancock, C. R., & Davin, K. J. (2021). Shifting Ideologies: The Seal of Biliteracy in the United States. In *Language Learning in Anglophone Countries* (pp. 71-88). Palgrave Macmillan.

Recommended:

Anderson, N.J. (2014). Developing engaged second language readers. Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 170-188). Boston, MA: Heinle.

Bawarshi, A. S. & Reiff, J. R. (2010). *Genre: An introduction to History, theory, research, and pedagogy.* West Lafayette, IN: Parlor Press.

Byrnes, H., & Sprang, K. A. (2004). Fostering advanced L2 literacy: A genre-based, cognitive approach. *Advanced foreign language learning: A challenge to college programs*, 47-85.

Cheng, A. (2018). The Guided and Discovery-based analysis and study of genre (Chapter 4). In *Genre and Graduate-Level Research Writing*. (pp. 88-128). University of Michigan Press.

Choi, J. (2015). A heritage language learner's literacy practices in a Korean language course in a U.S. university: From a multiliteracies perspective. *Journal of Language and Literacy Education,* 11. Retrieved January 16, 2018, from http://jolle.coe.uga.edu/wp-content/uploads/2015/10/Article-6_Choi-FINAL.pdf

Colombi, M. C., & Harrington, J. (2012). Advanced biliteracy development in Spanish as a heritage language. In S. Beaudrie & M. Fairclough. *Spanish as a heritage language in the United States: The state of the field* (pp. 241-258). Georgetown University Press. Colombi, M. C. (2009). A systemic functional approach to teaching Spanish for heritage speakers in the United States. *Linguistics and Education*, 20(1), 39-49.

Devitt, A. (2009). Teaching critical genre awareness. In C. Bazerman, A. Bonini, & D. Figueiredo (Eds.), *Genre in a changing world* (pp. 337-351). Fort Collins: The WAC Clearinghouse and Parlor Press. Available at: http://wac.colostate.edu/books/genre/chapter17.pdf

Everson, M. E. (2011). Best practices in teaching logographic and non-Roman writing systems to L2 learners. *Annual Review of Applied Linguistics*, *31*, 249-274.

Hyon, S. (2015). Genre play: Moving students from formulaic to complex academic writing. In Roberge, M., Losey, K. M., & Wald, M. (Eds.). (2015). *Teaching US-educated multilingual writers: Pedagogical practices from and for the classroom*. University of Michigan.

Johns, A. M. (2008). Genre awareness for the novice academic student: An ongoing quest. *Language Teaching, 41*(2), 237-252.

Koda, K. (2008). Impacts of prior literacy experience on second language learning to read. In Koda, K., and Zehler, A. (Eds), *Learning to read across languages: cross-linguistic relationships in first- and second-language literacy development*. New York: Routledge.

Menke, M. R., & Paesani, K. (2019). Analysing foreign language instructional materials through the lens of the multiliteracies framework. *Language, Culture and Curriculum*, *32*(1), 34-49.

Paesani, K. (2016). Investigating connections among reading, writing, and language development: A multiliteracies perspective. *Reading in a Foreign Language*, *28*(2), 266-289.

Schoonen, R., Snellings, P., Stevenson, M., & Van Gelderen, A. (2009). Towards a blueprint of the foreign language writer: The linguistic and cognitive demands of foreign language writing. *Writing in foreign language contexts: Learning, teaching, and research*, 77-101.

Schultz, J. M. (2011). Foreign language writing in the era of globalization. *Foreign language writing instruction: Principles and practices*, 65-82.

Tardy, C. (206). *Beyond Convention: Genre Innovation in Academic Writing*. University of Michigan Press.

Warner, C. (2014). Mapping new classrooms in literacy-oriented foreign language teaching and learning: The role of the reading experience. In *Transforming postsecondary foreign language teaching in the United States* (pp. 157-175). Springer, Dordrecht.

Yiğitoğlu, N., & Reichelt, M. (Eds.). (2019). *L2 writing beyond English*. Multilingual Matters.