

Instructor: Dr. Frederick Poole
Office: B380 Wells Hall
Email: poolefre@msu.edu
Course site: d2l.msu.edu → FLT-860
Program site: maflt.cal.msu.edu
Office hours: By appointment (see Class Policies #2) [AT LEAST 1 HR PER COURSE IS PREFERRED]
Appointment site: Send me an email at least 24 hours in advance

COURSE READINGS

Main textbook:

- **Loewen, S.** (2020). *Introduction to instructed second language acquisition (2nd Ed)*. New York: Routledge. ISBN: 9781315616797 à Access via MSU Library: <https://www-taylorfrancis-com.proxy2.cl.msu.edu/books/introduction-instructed-second-language-acquisition-shawn-loewen/10.4324/9781315616797>

Additional texts:

- **Long, M. H., & Doughty, C. J.** (Eds.). (2011). *The handbook of language teaching* (Vol. 63). John Wiley & Sons. à Access via MSU Library: <https://onlinelibrary-wiley-com.proxy2.cl.msu.edu/doi/book/10.1002/9781444315783>
- **Gass, S. M., & Mackey, A.** (Eds.). (2013). *The Routledge handbook of second language acquisition*. Routledge. à Access via MSU Library: <https://www-taylorfrancis-com.proxy2.cl.msu.edu/books/e/9780203808184>
- Further assigned articles and book chapters will be available through our course page on MSU's online learning management system, D2L (<http://d2l.msu.edu>), or directly through the MSU library. Further information on accessing these readings will be provided.

COURSE DESCRIPTION

The field of second language acquisition (SLA) seeks to understand and explain the development of proficiency in multiple or additional languages as a cognitive and social process. FLT860 is a course that aims to provide an introduction to the major concepts, theories, and research methods that have been emerged in the forty years or so since SLA began to be identified as a field. In particular, this course centers around *instructed second language acquisition* (ISLA), which deals with the development of proficiency in a second or foreign language that occurs in a classroom or otherwise as a result of a deliberate effort to control the learning process.

The structure of this course includes twelve content modules divided into three sections. In the first section, we will begin by learning about the broader scope of different approaches to SLA, from more traditional cognitive approaches to emerging “alternative approaches” (Atkinson, 2011), and where ISLA fits into that spectrum. In the second section, we will focus on ISLA and research that has been conducted in this area. In the third section, we will consider a number of influences other than actual instruction that may impact how languages are learned, including context and learner differences. Along the way, we will discuss how second language learning differs from learning our first languages, what it means to know a language, the roles of

input and output in the target language, the influence of interaction with other users, the importance of differences among target languages, sequences in which learning tends to occur, and the impact of social and cultural factors on the language learning process.

In addition to informing you about these theories and issues, this course is intended to strengthen and expand your ability to process the findings of academic research and determine how they should inform your own classroom practices. As an aspiring master teacher, you need to be confident in your ability to draw connections between theory and practice and even to conduct your own investigations. To that end, you will be presenting critiques of published articles to your classmates and conducting a small ISLA study of your own throughout the semester.

COURSE OBJECTIVES

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

1. Build a knowledge base about F/SLA and to engage in processes of analysis, evaluation, and application in order to become a more informed, thoughtful, and independent consumer of F/SLA research.
2. Understand and explain prominent theories, concepts, and methods in F/SLA as well as the scope and objectives of the field.
3. Understand and explain prominent theories, concepts, and methods in instructed F/SLA in particular and evaluate the effects of instruction on second language development.
4. Compare these theories, concepts, and methods with your own personal practical knowledge of language learning and critically assess your own assumptions about language learning processes and implications for your practices.
5. Design, conduct, and report on an action research proposal project that will serve to apply your new awareness of F/SLA and inform your pedagogical practices going forward.

COURSE REQUIREMENTS

The following table summarizes the main components of your grade for this course. Further details and guidance for each task will be provided on our D2L page in the Assignment Guidelines folders.

Tasks		Points	Due Date
Comprehension		190	
Weekly Quizzes	Each week class readings will be assigned (see schedule below). In order to promote comprehension and critical thinking regarding these readings, you will answer guided reading questions using the Quiz function in D2L each week. The lowest Score will be dropped. You can take all quizzes twice, and your final score will be the average score of the two quizzes.	100	Every Week Due dates are midnight each Wednesday
Cumulative Reviews	This course has 12 modules and modules are organized into three sections. At the end of each section, there will be a cumulative review over the prior four modules with more open-ended questions than the weekly quizzes.	90	See schedule In Module 4, 8 and 12
Reflection and Interaction		360	

Quotes and Notes	Students need to first complete the quotes and notes assignment before moving to the discussion. This task is designed to help you collect sections that will be useful for writing your final project so keep these assignments in a convenient place.	120	Every week by Wednesday at Midnight.
Discussion participation and tasks	Participation in class discussions via the D2L Discussion forums is an important element in this course as it provides greater opportunities to think critically about the material given and build connections to your own teaching. Each week's prompts will ask you to reflect on the week's readings and videos. For full credit, you need to have an initial post published on D2L in time and you need to respond to at least one classmate's post in EACH discussion thread.	240	Due dates are Monday by midnight for the original post and Wednesday by midnight for the response each week.
Analysis and Evaluation		100	
Academic Article Presentation	This task is intended to improve your ability to consume and critique the research that informs our understanding of second language acquisition. You will present one empirical research articles that focuses on instructed second language acquisition. Ideally, this articles will involve learners of your target language. Under Resources, I have provided a list of journals that regularly publish such articles. Additional support for selecting, understanding, critiquing, and presenting your articles will be provided throughout the course. In order to submit your presentation, you will create a PowerPoint presentation, record a video narration (12-15 min), and share the video with your classmates on D2L. Responses to your classmates' presentations will also be included in your grade for this task.	100	Submit .ppt/.pptx file and post video to D2L discussion thread. Respond to 2 classmates' presentations. Due date: See Course Schedule Below
Synthesis and Application		350	
Classroom Research Proposal	The major project for this course provides an opportunity for you to design your own classroom research project. Throughout the semester, you will consider what F/SLA questions you can and want to ask about your target population of language learners, you will read relevant scholarly sources, and you will write a proposal in which you describe methods, expected outcomes for classroom research that may provide answers to your questions, and collect pilot data. You will submit elements of this project throughout the semester. <ul style="list-style-type: none"> • Classroom Research Proposal • Classroom Research Planning Sheet • Classroom Research Literature Review • Collect/Analyze Pilot Data • First Draft Classroom Research • Full Classroom Research Proposal The final proposal will consist of at least 2500 words (about 10 pages), plus the reference list.	10 40 50 50 50 150	Submit final proposal to D2L See course schedule below for due dates
Total		1000 Points	

Note: Grades will be reported on an ongoing basis in D2L. If you have questions or concerns about how your grade appears or is being calculated, please contact me. This course is out of 1000 points. Extra credit may be offered throughout the course.

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

This course consists of 12 modules. Each module will become available by the end of the day on **Thursday** of the current week. There are two due dates each week. Complete your readings, videos, and initial post for the discussion by the following Monday midnight each week. Complete your quizzes and major assignments and reply to your peers by the following **Wednesday** midnight each week. This schedule is designed to help you process the module content and then use it to complete the related major assignment. Default time for due dates is always **midnight** (specifically, for technical reasons, 11:59 p.m. Eastern U.S. time). There is a visual schedule for you to download on D2L so you can see clearly what are due at when.

Many online courses allow students to complete tasks at their own pace, as long as the requirements are completed by the end of the semester. In the MAFLT program, however, courses rely on regular and consistent participation. It is recommended that you set aside an average of **6 hours per module** (weekly readings, videos, and tasks) and then allow an additional **6-12 hours for each major assignment**. Your workload will vary depending on what is due in a given week. Consider the course schedule early and often and plan accordingly so that you can complete your tasks on time. If you know that you have significant commitments or lengthy travel that will cut into your study time for a portion of the course, make an appointment early in the semester to discuss how you can adjust due dates or if you should delay taking this course.

2. Instructor-student and student-instructor communication

Because this class is online, our communication by internet and phone will be very important. For communication that pertains to the whole class, I will use your MSU email address or Announcements in D2L. For individual communication, I will contact you in Teams. Likewise, if you need to contact me, I will respond to Teams messages much faster than any other form of contact. I respond to emails typically once per 24 hours. Please make sure that you check your MSU account regularly (at least every 24 hours). You can email me directly poolefre@msu.edu. (See p. 1 or D2L for other contact information.)

Making Appointments: Throughout the semester, you are welcome and encouraged to make appointments with me for office hours. I generally prefer to use Zoom video meetings. If you live near East Lansing, you may certainly come to my office. Please strive to make these appointments *at least 24 hours* in advance by sending me an email. You can make appointments by using **my Bookings Page** (<https://outlook.office365.com/owa/calendar/Bookings.FrederickPoole@msu.edu/bookings/>). You can also contact me via Teams or Email, but I will direct you towards my Bookings page.

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: <https://msu.zoom.us/j/2587996504> .

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 may still deduct a percentage (10% per day by default) from that assignment score. I provide extra credit assignments as a means to make up late or missed homework, so if you cannot complete an assignment, look for these extra credit assignments to supplement a missed grade.

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 course will make use of both Microsoft Teams and the Michigan State University's learning management system, D2L. You can log in to via d2l.msu.edu using your MSU NetID and password and you can download Teams here (<https://teams.microsoft.com/uswe-01/downloads>). You will also log into Teams using your MSU NetID and password. We will use D2L to share materials, turn in assignments, report grades, complete quizzes and engage in discussion board activities. 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. Microsoft Teams will be our primary tool for communication. Teams will also be used for peer reviews, early feedback, and other classroom activities that require collaboration.

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.

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

Instructed Second Language Acquisition
Second Language Research
Language Teaching Research
Foreign Language Annals
TESOL Quarterly

Language Learning & Technology
Studies in Second Language Acquisition
Language Teaching
Language Learning
The Modern Language Journal

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:

[Student name here]
FLT 860 – Dr. Poole
[Enter date here]

Assignment Title (Draft)

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:	ImaNayStudent_Paper1.docx	(vague)
WRONG:	FLT860_Research project.docx	(no name or draft #)
RIGHT:	LastName_FLT860_ResearchProject_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 **Microsoft Teams**. The shared folder for this course will be 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 Microsoft Teams 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 (LGBTQ) 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>.

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

Textbooks and Important Reference Materials

Loewen, S. (2020). *Introduction to instructed second language acquisition (2nd Ed)*. New York: Routledge. ISBN: 9781315616797 à Access via MSU Library: <https://www-taylorfrancis-com.proxy2.cl.msu.edu/books/introduction-instructed-second-language-acquisition-shawn-loewen/10.4324/9781315616797>

Long, M. H., & Doughty, C. J. (Eds.). (2011). *The handbook of language teaching* (Vol. 63). John Wiley & Sons. Access via MSU Library: <https://onlinelibrary-wiley-com.proxy2.cl.msu.edu/doi/book/10.1002/9781444315783>

Gass, S. M., & Mackey, A. (Eds.). (2013). *The Routledge handbook of second language acquisition*. Routledge. Access via MSU Library: <https://www-taylorfrancis-com.proxy2.cl.msu.edu/books/e/9780203808184>

Book Chapters in Other Edited Volumes

Atkinson, D. (2011). Introduction: Cognitivism and second language acquisition. In Atkinson, D. (Ed.), *Alternative approaches to second language acquisition*. New York: Routledge.

Pinker, S. (1994). *The language instinct*. New York: Penguin.

VanPatten, B., & Williams, J. (Eds.). (2015). *Theories in second language acquisition: An introduction*. New York: Routledge.

De Graaff, R. & Housen, A. (2009). Ch 38: Investigating the effects and effectiveness of L2 instruction. In C. Doughty & M. Long (Eds.), *The handbook of language teaching* (pp. 726-755). Singapore: Wiley-Blackwell.

Ellis, N. (2009). Ch 9: Optimizing the input: Frequency and sampling in usage - based and form- focused learning. In C. Doughty & M. Long (Eds.), *The handbook of language teaching* (pp. 139- 157). Singapore: Wiley- Blackwell.

Lantolf, J. (2012). Ch 4: Sociocultural theory: a dialectical approach to L2 research. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 57- 72). New York: Routledge.

Mackey, A., Abuhli, R., & Gass, S. (2012). Ch 1: Interactionist approach. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 7- 23). New York:Routledge.

Mackey, A. & Gass, S. (2005). Ch 7: Classroom Research. In *Second language research*. Mahwah, NJ: Lawrence Erlbaum.

Mitchell, R. (2009). Ch 36: Current trends in classroom research. In C. Doughty & M. Long (Eds.), *The handbook of language teaching* (pp. 675- 705). Singapore: Wiley- Blackwell.

Ortega, L. (2009). Ch 6: Sequences and processes in language learning. In C. Doughty & M. Long (Eds.), *The handbook of language teaching* (pp. 81- 105). Singapore: Wiley- Blackwell.

Ringbom, H. & Jarvis, S. (2009). Ch 7: The importance of cross-linguistic similarity in foreign language learning. In C. Doughty & M. Long (Eds.), *The handbook of language teaching* (pp. 106-118). Singapore: Wiley-Blackwell.

Most ebooks used in this course are accessible through MSU access to Ebook Central. Link to sign in:
<https://ebookcentral-proquest-com.proxy1.cl.msu.edu/lib/michstate-ebooks/home.action>

Articles from Scholarly Journals

Use author, year, and key words to search in provided databases. Look in the MAFLT Library Guide under Finding Articles for links to these databases.

Bigelow, M., Delmas, R., Hansen, K., & Tarone, E. (2006). Literacy and the processing of oral recasts in SLA. *TESOL Quarterly*, 40(4), 665-689. doi:10.2307/40264303

Izquierdo, J. & Collins, L. (2008). The facilitative role of L1 influence in tense-aspect marking: A comparison of Hispanophone and Anglophone learners of French. *The Modern Language Journal*, 92, 350-368.

Mora, J. C., & Valls-Ferrer, M. (2012). Oral fluency, accuracy, and complexity in formal instruction and study abroad learning contexts. *TESOL Quarterly*, 46(4), 610-641. doi:10.1002/tesq.34

Pomerantz, A. (2008). "Tú Necesitas Preguntar en Español": Negotiating Good Language Learner Identity in a Spanish Classroom. *Journal of Language, Identity & Education*, 7(3-4), 253-271. doi:10.1080/15348450802237897

Sato, M., & Lyster, R. (2012). Peer Interaction and Corrective Feedback for Accuracy and Fluency Development. *Studies in Second Language Acquisition*, 34(04), 591-626. doi:10.1017/s0272263112000356

Valdés, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? *Modern Language Journal*, 89, 410-426.

Optional – also provide a list of recommended resources that will not be assigned as course readings but may help students to complete assignments.

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

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

TELL Project = Teacher Effectiveness for Language Learning - <http://www.tellproject.org/>

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