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Email: Program questions: [maflt@cal.msu.edu](mailto:maflt@cal.msu.edu)  
Office hours: Tues 11 a.m., Thurs 3 p.m., or by appointment (see Class Policies #2)  
Appointment site: Schedule individual times via ScheduleOnce at least 24 hours in advance  
Virtual Meetings: Microsoft Teams is default platform for meetings  
LMS Site: [d2l.msu.edu](https://d2l.msu.edu) → FLT 815 Lanier US22  
Spartan365: Teams > FLT 815 US22 and SharePoint > FLT 815 US22  
Additional resources: <https://maflt.cal.msu.edu/current-students> and SharePoint > [MAFLT Students](#)

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## COURSE READINGS

Assigned reading for this course comes from books that you should own and sources that you can access through the MSU Library or D2L. Locating academic resources is a skill you must acquire. Tutorials and support are provided on this course's sites, on the general MAFLT sites, and on the library guide designed for MAFLT students at: <https://libguides.lib.msu.edu/maflt>.

- **Holliday, A., Hyde, M., & Kullman, J. (2016).** *Intercultural communication: An advanced resource book* (3<sup>rd</sup> edition). New York: Routledge. [Purchase in print or ebook.]
- **Liddicoat, A. J., & Scarino, A. (2013).** *Intercultural language teaching and learning*. Malden, MA: Wiley. [Access via MSU Library at Ebook Central.]
- **Corbett, J. (2010).** *Intercultural Language Activities*. Cambridge: Cambridge University Press. [Purchase in print, with or without supplemental CD.]
- Additional journal articles, book chapters, reports, etc., as listed in the **Materials** list at the end of the syllabus. These readings will be available directly through the MSU library or through our course page on D2L. [No cost when logged in to MSU account.]

## COURSE DESCRIPTION

As many scholars in foreign language education and applied linguistics have noted, culture is one of the most widely-used and least agreed-upon concepts in our field. This course is intended to embrace that complexity but also lead toward some clarity in the principles that can guide our pedagogical decisions and practices in regard to teaching culture and intercultural competence. To that end, the course begins with overviews of the many definitions and facets of culture and provides opportunities to reflect on your own understandings of culture. We will then delve into the theoretical underpinnings of culture and intercultural communication. Following that, we will explore frameworks for teaching not only cultural knowledge but also intercultural competence and discuss current national and international standards for teaching culture. Throughout the semester, we will consider the implications of these issues for teaching and assessing culture and intercultural competence in foreign language courses. The tasks for this course, which parallel the components of Byram and Zarate's (1997) intercultural competence framework, include reflective tasks, observation tasks, activity design tasks, and an investigative task in which you will use ethnographic interviews to engage with the themes of this course as they relate to specific individuals and contexts.

## COURSE OBJECTIVES

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

1. Reflect on and articulate your own concepts of culture and your cultural background and identity as a foundation for the process of teaching culture and intercultural competence.
2. Engage with the complexities of culture as a concept and its relationship to identity, otherness, intercultural experience, and globalization in discussions and assignments.
3. Develop your own awareness of culture and intercultural competence in the classroom and hone your skills in creating activities that increase your own students' abilities in these areas.
4. Align your teaching of culture and intercultural competence with national and international standards for teaching culture in foreign language courses.
5. Investigate culture and intercultural experience through observation and interviews with informants, analyze your findings in light of current theory, and apply your findings to classroom instruction.

## COURSE REQUIREMENTS

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

Tasks	Weight	Due Date
<b>Comprehension Tasks – <i>Savoir comprendre</i></b>		
Online Discussion and Related Tasks	25%	Every week  Initial posts – by midnight Tuesday  Response posts – by following Tuesday
<b>Reflective Tasks – <i>Savoir-être</i></b>		
Cultural Autobiography	10%	Module 2
Observation of Teaching Culture and Interculturality	10%	Module 4  <i>Submit two files: Field Notes and Report</i>

Tasks	Weight	Due Date
<b>Application Tasks – <i>Savoir-faire</i></b>		
<p style="text-align: center;">Intercultural Activity Designs</p>	<p>This assignment provides practice in applying the ideas of this course to the development of classroom activities. Based on activity descriptions of your choice in Corbett (2010), design activities that would take no more than an hour of class time in a language teaching context that is familiar to you. As per the NCSSFL-ACTFL Can-Do Statements (2017), your activities should focus on different aspects of communicative and intercultural competence. Course materials and assignment guidelines will define the different sub-skills. These designs should also incorporate communicative and task-based principles taught in FLT 807 Methods and other FLT courses. For each activity, you will submit your plan using the provided activity design template and any materials you would need for the activity in class, including images, authentic materials, slides, handouts, etc. For one of the two activities, you will submit a presentation (PowerPoint slides and 10-minute video) in which you describe your activity and demonstrate how it would be managed in the classroom.</p>	<p><b>Activity 1: Investigation</b> Module 6</p> <p><b>Activity 2: Interaction</b> Module 8</p> <p><b>Activity Design Presentation:</b> Module 9</p>
<b>Investigative Task – <i>Savoir apprendre &amp; Savoir s’engager</i></b>		
<p style="text-align: center;">Intercultural Investigation Project</p>	<p>For your culminating task in this course, you will conduct an investigative project using qualitative research methods and following the principles of Responsible Conduct of Research (RCR). These investigations will involve identifying informants with extensive intercultural experience and conducting interviews to learn about the development of their intercultural competence. Guiding questions for your research might include: <i>When and why did this person cross intercultural boundaries? What challenges has this person faced in crossing intercultural boundaries? How did those experiences lead to greater intercultural competence (or not)?</i></p> <p>This project will be completed in multiple stages that include planning your study, obtaining consent, conducting the interviews, transcribing them, analyzing the data from <i>emic</i> (insider) and <i>etic</i> (analytic or outsider) perspectives, and presenting your procedure and findings in a research report. Your final paper of about 3000 words will follow the expected structure for qualitative research reports and draw upon at least 8 scholarly sources from the course and your own library research. Further guidance will be provided throughout the course.</p>	<p><b>Draft of Report</b> Module 12</p> <p><b>Final Report</b> August 18</p> <p>Interview transcripts and analysis will be due earlier in the semester as part of the scaffolding process for this project.</p>

**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.

## **CLASS POLICIES AND EXPECTATIONS**

### **1. Course modules and weekly activities**

This course consists of 12 modules, which will appear as lessons in D2L and will be due **each and every week** of the semester. These modules include assigned readings, instructor presentations, discussion prompts, and other tasks that relate to the module content or help to scaffold your major assignments. In the remaining week 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 **Tuesday midnight** (Eastern time, or in your time zone if later). Responding to other students' posts is required and must be completed by **the following Tuesday**. 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 consistent and timely 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 in a given 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**

We will use the multiple methods of communication as the semester goes on. Links are included in the Technology section below, and further guidance on the use of each of these methods of communication will be provided in D2L under General Course Materials. Guides and tutorials are also available in the general MAFLT Students materials for Spartan365 and via MSU Instructional Technology pages.

- **D2L** (<http://d2l.msu.edu>): In addition to the Content provided on our D2L course site, **D2L Activity Feed** (on Course Home page) will be used to notify you when new modules and major updates are released. We do NOT use D2L email. Links will connect D2L to the Microsoft apps for your group.
- **Microsoft Teams** ([teams.microsoft.com](https://teams.microsoft.com)): For more informal and immediate communication and for collaborative activities, we will use **Microsoft Teams**. Guides and tutorials on using these within the course will point you to additional training on using Teams in this course for class interaction, individual chat, and virtual meetings.
- **SpartanMail/Outlook email** (<http://spartanmail.msu.edu>). Email will only be used on a limited basis. When I do send email to you, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). See the Technology section below for links to download the apps.

**Notifications and Frequency:** D2L and Microsoft Teams will each provide notifications to you via email and apps. Even if you are familiar with these tools, please review your notifications in both D2L and Teams and set them to a level that works for you. Both of them may send you so many notifications that you begin to ignore them, but you will want to make sure you see messages that are actively sent from your instructor.

**Making Appointments:** Office hours are available by appointment. Please strive to make these appointments *at least 24 hours* in advance. You will receive a confirmation, instructions, and reminders. Unless you request otherwise, appointments will be scheduled in 15 minute increments and take the form of a video call in Teams. If you live near East Lansing, you are welcome to meet with me in my office. In order to make an appointment, go my ScheduleOnce page using the link below (also on our D2L home page), select at least two separate times, and then follow up with a message to me via Teams chat. If you cannot find a time that works for you in the near future, contact me via Teams, and suggest other times. I will do what I can to accommodate you.

**ScheduleOnce:** <https://go.oncehub.com/lanier-flt>

**Virtual Meetings.** In FLT courses, we do not require virtual meetings, but we often make them available for workshops, showcasing assignments, etc. If and when I offer a virtual meeting, I will strive to schedule it at a time that works for as many people as possible. If you cannot attend live, you will always have the option of watching a recording afterward. We use the video meeting tool in **Microsoft Teams** and sometimes **Zoom** (<http://msu.zoom.us>) for these meetings. Scheduled events will appear in the Calendar shared by Teams and SpartanMail/Outlook. Please arrange for a quiet location with good internet access and a functional webcam and microphone when you participate in these meetings.

### 3. Due dates, late assignments, and extension requests

The schedule for the course including due dates for all weekly tasks and major assignments is available here in the **syllabus** and on the **D2L Assignments** page and will be reflected in the **D2L Calendar**. You are responsible for turning in all assignments on time, including discussion posts, scaffolding tasks, and major assignments. I recommend that you read through the instructions for each module as soon as it is released and also schedule time to complete major assignments on your own calendar.

Late assignments will not be accepted unless you **contact me via email** to request an extension. Because we cannot always anticipate when a crisis will occur, I will honor the extension request if that email is sent **within 48 hours** after the assignment is due. However, I will deduct 10% from the assignment score for each day from the due date until the assignment is submitted. If you do not request and receive an extension for a late assignment within 48 hours after the assignment is due, I reserve the right to refuse acceptance of that assignment entirely. Also, if late assignments become a pattern, I will no longer grant extensions. After the second extension request, any late assignment will get an immediate 50% deduction.

The deduction (10% per day) and the limit on the total number of extensions (2 per semester) will be waived in the case of medical emergencies (for you or someone who lives with you), natural disasters, documented equipment failures, and (at my discretion) other unforeseen and unpreventable crises. If you need an extension for another reason, I will grant it, but I will follow this policy so that I can continue to support and respond to your work and all of your classmates' work in a timely manner.

### 4. Withdrawal policy if you decide to drop the course

If you decide to withdraw from the course for any reason, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The MSU deadlines to drop courses and avoid penalties are very strict. You have about three weeks to drop a course and receive a refund. You have until the mid-point of the semester to drop the course without impacting your GPA (it will appear as W on your transcript). These dates are listed in the MSU Schedule of Courses, which you can access by going to Class Search in the Student Information System (<https://student.msu.edu>). You may also find these dates on the MAFLT website's Semester Updates post for the current semester, available here: <https://maflt.cal.msu.edu/semester-updates>.

Further information is available from the MSU Office of the Registrar: [Programs and Policies](#). For further guidance on policies and procedures, see the Program Handbook: [MAFLT Links and Downloads](#).

## 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.

## **TECHNOLOGY FOR THIS COURSE**

### **Tech Tools in FLT Courses page for the MAFLT Students Team**

Access various tutorials, recommendations, and links at:

<https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/Tech.aspx>

### **D2L Online Learning Management System**

This online course is managed through Michigan State University’s current learning management system, D2L. Log in at [d2l.msu.edu](http://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](http://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 [lib.msu.edu](http://lib.msu.edu). Other troubleshooting advice is provided in the D2L course page under **FAQ**.

### **Recommended Hardware and Software for All Courses**

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

- Reliable computer and stable, relatively fast internet connection (at least 10mbps).
- Web camera, microphone, and headphones for office hours, virtual meetings, etc.
- MSU NetID and email account, set up and checked daily: [spartanmail.msu.edu](http://spartanmail.msu.edu).

- Microsoft Office or compatible software. Download free from [spartan365.msu.edu](http://spartan365.msu.edu).
- Adobe Acrobat or other PDF reader. Download free from [get.adobe.com/reader](http://get.adobe.com/reader).
- Software for video recording presentations (links and tutorials in D2L and MAFLT Students SharePoint).
- Video camera, audio recorder, or smartphone if you decide to record your own teaching.

## MSU Resources Pertaining to FLT Online Courses

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

- **MSU Instructional Technology Support:** <https://tech.msu.edu/support>.
- **MSU IT Training:** [spartanslearn.msu.edu](http://spartanslearn.msu.edu) and [remote.msu.edu/learning](http://remote.msu.edu/learning).
- **MSU Library** – [lib.msu.edu](http://lib.msu.edu) – Extensive materials available at a distance, both electronically and by mail. To access your library account, log in here: [lib.msu.edu/general/account](http://lib.msu.edu/general/account).
  - **Guide to Ebooks** – [libguides.lib.msu.edu/ebooks](http://libguides.lib.msu.edu/ebooks) - explore books you can access from anywhere and find out how to read them online or offline.
- **Distance Learning Services** - <https://lib.msu.edu/dls/> - links to resources and contact info for the Discovery Services help desk. You can also email them at [reachout@msu.edu](mailto:reachout@msu.edu).
- **Google Apps for Education** – <http://googleapps.msu.edu/>. Access to Drive, Calendar, Sites, Classroom, etc. with MSU NetID. Using your MSU access provides for greater security.
- **Kaltura MediaSpace** – <http://mediaspace.msu.edu> – Allows faculty and students to create, upload, and share videos. MediaSpace also provides tools for recording presentations.
- **Zoom** – [msu.zoom.us](http://msu.zoom.us) – Video conferencing software – accounts for all faculty and students.

## Spartan365 / Office 365 Apps in Particular

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

## RECOMMENDED PROFESSIONAL AND ACADEMIC RESOURCES

From our online course page on Desire2Learn (<http://d2l.msu.edu>), you can access links to a number of important resources for completing coursework and expanding your knowledge and tools for language teaching. Click on **Links** in the horizontal navigation bar to reach these resources. Here are some of the key websites that may be useful to you during this course and beyond. Please let me know if you have questions about any of these sites. You will also be welcome to recommend other resources via D2L.

## FLT Student Resources – All Courses, All Current Students

If you are enrolled in FLT courses but not officially enrolled in the MAFLT or FLT Certificate, we will give you

access to our internal platforms upon request. Fill out a Help form on the MAFLT website.

- **MAFLT Website:** Information for anyone at MSU or beyond
  - Current Students > [Semester Updates](#) and [Resources](#) and [FAQs](#)
  - Links and Downloads including [MAFLT Handbook](#)
- **MAFLT Community site in D2L:** [Homepage - MAFLT Community \(msu.edu\)](#)
  - Orientation Checklist – Review to find guides and links to resources
  - Click Content for Academic Writing, Technology for Online Learning, etc.
- **MAFLT Students in the Microsoft “ecosystem”:**
  - **Teams** group: [MAFLT Students - General](#)
  - **SharePoint** site for this Team with many useful links to forms, documents, and help resources: [michiganstate.sharepoint.com/sites/MAFLT](http://michiganstate.sharepoint.com/sites/MAFLT) > Click button for FLT Guidebook (OneNote)

## Professional Resources

- ACTFL - American Council on the Teaching of Foreign Languages: <http://www.actfl.org>
- TESOL - Teaching English to Speakers of Other Languages: <http://www.tesol.org>
- NFLRC – National Foreign Language Resource Centers – see listings, links, and resources for all of them at <http://www.nflrc.org>. See especially COERLL, CASLS, NHLRC, CULTR.
- TELL Project – Teaching Excellence for Language Learning – <http://www.tellproject.org>.
- LinguistList: <http://linguistlist.org/>
- MLA Language Map: [http://www.mla.org/map\\_main](http://www.mla.org/map_main)

## Academic Writing and Library Research

- MSU Library Guide for MAFLT Program: <http://libguides.lib.msu.edu/maflt>
- Google Scholar: <http://scholar.google.com/> - Modify the settings to tell Scholar to connect to the MSU library and offer options for downloading citation information. Look for further instructions in the MAFLT Library Guide.
- Library links to citation style guides, citation management software, tutorials, and related resources: <https://www.lib.msu.edu/research/cite-resources/>.
- Citation management software such as EndNote or Mendeley. Use this guide to choose: <https://lib.msu.edu/citationmanagementsw/>.
- **Online Writing Lab** at Purdue (the well-known and widely-used **OWL**):
  - APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>.
  - ESL Academic Writing Support - <https://owl.english.purdue.edu/owl/section/5/25/>.

The MAFLT Program has a specifically designed **Library Research Guide** that our liaison librarian, Stephanie Perentesis, created for us and continues to update regularly: <http://libguides.lib.msu.edu/maflt>. This useful guide will help you to locate articles and books, identify other scholarly sources relevant to your MAFLT coursework, and research topics for assignments. The guide also includes instructions for using Google Scholar, guidance on APA format and using citation software such as Mendeley, and links to useful reference texts. You are welcome to contact Stephanie Perentesis for assistance at [perente1@msu.edu](mailto:perente1@msu.edu). She will be glad to guide your exploration of library resources, but she is not a writing tutor and cannot comment on content. As a courtesy to her, attach the Assignment Guidelines when you ask for help.

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*  
*Foreign Language Annals*  
*TESOL Quarterly*  
*Language Learning & Technology*  
*Language Teaching Research*  
*Language Learning*

*Heritage Language Journal*  
*International Journal of Bilingualism and Bilingual Education*  
*Language, Culture, and Curriculum*  
*Language, Identity, and Education*  
*International and Intercultural Communication*

## **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 in this course and in the general MAFLT Students materials (which will be linked to this course in D2L). Regardless of the format, for academic papers, other major assignments, discussion posts, quiz responses, etc., you should use appropriate style, cite sources using APA 7<sup>th</sup> format, and proofread.

If you are submitting an academic paper that is not based on a provided template: 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, 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. Lanier  
June \_\_, 2022

Assignment Title

For assignments other than academic papers, such as presentations, web pages, visuals, or other formats, refer to the Assignment Guidelines and other materials in the course so that you will know how to format and submit your work. Also, some assignments will involve using a provided template created in Microsoft Word, Excel, or PowerPoint. If that is the case, follow instructions in the template. You should have a place to enter your name and date, and you may need to delete instructions from the template before uploading your work.

**3. File Format:** Turn in all academic papers for course assignments in MS Word format (.doc or .docx). Do not submit papers using other document types, including PDFs, unless you have requested and received approval from me. 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:	<b>LastName_FLT815_AssignmentTitle_Draft.docx</b>

**4. Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** 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. You can also go directly to D2L Assignments from the main menu of the course page and see your submitted work. Feedback provided via D2L can also be accessed from the D2L Assignments page. In some cases, you may also be asked to submit your work via Microsoft Teams or via D2L Discussions so that your classmates can see it. These instructions will be provided in the Assignment Guidelines or in the description of the D2L Assignment and may be repeated in the module instructions or via Teams.

Students often ask about the importance of staying within **length requirements**. The recommended range for each task is intended to help you estimate the scope and demands of the assignment. 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. Points may be deducted if the length is more than 10% above or below the limit. For example, if the recommended length is 1000 words, your word count should be between 900 and 1100 words.

**5. Citations:** When your written assignment includes references to published works of any kind, including print materials, ebooks, websites, multimedia, and other copyrighted materials, you must use APA 7<sup>th</sup> 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.

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. See further information on academic integrity and penalties for plagiarism below in the University Policies section.

**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**

### **Together We Will**

The university hub for information about COVID-19 and the impact of the pandemic on learning and teaching is the [Together We Will website](#). This website will continue to be updated with news, guidance, and resources. For additional resources pertaining to learning and teaching remotely, see: <https://remote.msu.edu>. For support relating to the mental and emotional impact of the current circumstances, see below for information about MSU Counseling and Psychiatric Services available to online and off-campus students.

## Inclusion and Intercultural Initiatives

**Required Training:** As of 2021, MSU released a new [Diversity, Equity and Inclusion \(DEI\) Plan](#): As President Stanley recently announced, “The plan was designed as a framework of recommendations to improve the culture around DEI and to work with our strategic planning efforts.” All members of the MSU community are required to complete DEI training. You will receive notifications via email and the Student Information System about this training.

**Further Opportunities:** The Office of Inclusion and Intercultural Initiatives offers a wide variety of resources that apply to MSU units and instructors and may also be useful to you as an educator. You can access those resources here: [Diversity and Inclusion Opportunities](#).

## 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. If you wish to request accommodations such as an adjustment of due dates on course assignments due to a religious holiday or event, you are expected to contact your instructor in advance to make arrangements in advance. Please visit: <http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp>.

## Disability Accommodation Requests

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://www.rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: <http://www.rcpd.msu.edu/Awareness/Home>.

## Counseling and Psychological Services (CAPS)

Counseling services are available to distance-based MSU students as well as campus-based students through MSU Counseling and Psychiatric services, “the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LGBTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns” ([caps.msu.edu/about-us/index.html](http://caps.msu.edu/about-us/index.html)).

- The [Guide to Health and Well-Being at MSU](#) may be useful for a positive and successful experience for all Spartan students.
- CAPS is implementing a hybrid model of service as of Fall 2021, including an online scheduling system for [initial consultation appointments](#). Students can make a triage phone appointment with a counselor by providing some basic information using the [online scheduling form](#).
- Newly launched mental health database [ThrivingCampus](#) can connect you with providers in your area.
- CAPS offers 24/7/365 crisis counseling services by calling CAPS’ main number at 517-355-8270 and pressing “1” at the prompt. For other crisis services, students can also visit [CAPS’ Crisis Resources for Students webpage](#).

## 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.

## Evaluations of Courses and Instructors

**SIRS 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>.

**FLT Courses:** For courses in the MAFLT and FLT Certificate programs, students will be asked to complete a program-specific questionnaire at the end of the semester. If you have specific concerns about a course during the semester, wish to discuss specific aspects of the course, or want to appeal a decision made by your instructor, you may contact the Program Director: <https://maflt.cal.msu.edu/program-director>.

## FLT 815 COURSE SCHEDULE – SUMMER 2022

Module	Complete by:	Readings	Tasks
0	May 20	<b>Introduction to the Course</b> – Overview, Intro Questionnaire, tutorials, etc.	Intro tasks – see D2L
1	May 24	<b>What is culture?</b>	Weekly Discussions & Related Tasks <sup>3</sup>
2	May 31	<b>What is intercultural competence?</b>	Weekly Tasks <b>Cultural Autobiography</b>
3	June 7	<b>Culture and Identity (I)</b>	Weekly Tasks
4	June 14	<b>Culture and Identity (II)</b>	Weekly Tasks <b>Classroom Observation Field Notes and Report</b>
5	June 21	<b>Culture and the Other (I)</b>	Weekly Tasks
6	June 28	<b>Culture and the Other (II)</b>	Weekly Tasks <b>Activity Design 1 - Investigate</b>
7	July 5	<b>Culture and Representation Qualitative Research Materials and RCR</b>	Weekly Tasks <b>Investigation Project – Transcript #1</b>
8	July 12	<b>Culture in the Language Classroom</b>	Weekly Tasks <b>Activity Design 2 - Interact</b>
9	July 19	<b>Investigating Culture and Intercultural Competence</b>	Weekly Tasks <b>Activity Design Presentation</b> (video and slides)

10	July 26	<b>Assessment of Culture and Intercultural Competence</b>	Weekly Tasks  <b>Investigation Project – Transcript #2 and Qualitative Analysis Report</b>
11	August 2	<b>Standards and Teacher Development in Intercultural Competence</b>	Weekly Tasks
12	August 9	<b>Culture, Globalization, and Technology</b>	Weekly Tasks  <b>Investigation Project – Draft Report</b>
Peer Feedback	TBD	<b>Complete peer feedback</b> on drafts of Intercultural Investigation Report.	<b>Peer Feedback due</b>
Final Report	August 16	<b>Submit final version</b> of Intercultural Investigation Project by midnight on Tuesday, August 16.	<b>Investigation Project - Final Report</b>

<sup>1</sup> **L&S = Liddicoat and Scarino (2013)** Hereafter our Liddicoat & Scarino (2013) textbook will be abbreviated as “L&S”

<sup>2</sup> **HHK = Holliday, Hyde, and Kullman (2016)** Hereafter our Holliday, Hyde, and Kullman (2016) textbook will be abbreviated as HHK. Note that the book has three sections with interconnected themes, so the easiest way to follow along the structure of this book is to use the “cross-referenced” table of contents. Page numbers differ in each edition and may not appear in the ebook.

<sup>3</sup> **Weekly Discussions and Related Tasks** Each module includes two prompts in D2L Discussions. Full participation includes writing your main post in response to each of the instructor prompts and including any requested attachments (such as the Culture Star in Module 3). As of Module 2, make sure you have responded to at least one classmate’s post in each thread from the prior module.

**NOTE:** This schedule is subject to change at the instructor’s discretion. I will strive to make few, if any, changes to this plan. However, due to unforeseen circumstances we may need to adjust a reading or a due date. If that occurs, you will receive an email, very clear notifications in the relevant module, AND corresponding changes to dates in D2L.

#### **Other Important Dates:**

MSU Academic Calendar - See <https://reg.msu.edu/roinfo/calendar/academic.aspx>.