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Email: Program questions: maflt@cal.msu.edu
Office hours: Tues 3 p.m., Thurs 5 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
Course links: D2L course page: d2l.msu.edu → FLT 817 Program Dev & Admin
Microsoft Teams site: teams.microsoft.com → FLT 817 (look for our class logo)

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COURSE READINGS

Course readings will come from the following texts, among others. Additional readings will be available directly through the MSU library or through our course page on D2L. To access materials from off campus, use your MSU ID to sign in to your library account: lib.msu.edu/general/account.

- Lord, G. (2014). *Language program direction: theory and practice*. Pearson.
 - Purchase in print or ebook format. See book page at www.pearson.com.
- Ritz, C. (2021). Ritz, C. (2021). *Leading your world language program: Strategies for design and supervision, even if you don't speak the language!* Routledge.
 - Available via MSU access on Routledge platform: <https://www.taylorfrancis-com.proxy2.cl.msu.edu>.
- Pennington, M. & Hoekje, B. (2010). *Language program leadership in a changing world: An ecological model*. Emerald Group Publishing Limited.
 - Available via [MSU access to Ebook Central](#).

COURSE DESCRIPTION

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

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

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

COURSE OBJECTIVES

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

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

COURSE REQUIREMENTS

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

Tasks		Weight
Module Discussion Participation – 30%		
Module Discussions and Assignments	The discussions in this course offer meaningful opportunities to draw upon your experience in the classroom and in leadership, to reflect on your strengths, to identify ways you can grow, to brainstorm with your peers, to share resources you find, and to support your peers in their development. These posts are also the primary way that you are held accountable for reading the assigned course materials. In this course, you can expect to see two prompts per week in D2L Discussions. A primary response to the instructor prompt and at least one substantial reply to a peer's post in each thread are required for full credit. Module assignments related to our discussions also fall in this category.	Scoring Main posts = 20 points Peer replies = 5 points
Professionalization and Portfolio Materials – 10%		

Teaching Philosophy	In this course students will return to the teaching philosophy that you wrote in FLT 807 Methods of Foreign Language Teaching or create a new essay, consider how your philosophy has changed over time, and revise your essay for inclusion in your Final Portfolio.	Draft 1% Revised 4%
Resumé / Curriculum Vitae (CV)	We will also review and revise resume or curriculum vitae documents and align them with current norms in the field. This document will also be included in your Final Portfolio for the program.	5%
Teacher and Teacher Leader Interviews – 15%		
4 Interviews: Classmate Local Peer Supervisor Program Team	As a form of data collection for this project and as a stimulus for further learning and reflection, students will conduct a series of interviews, including peer interviews, focus group interviews with existing teams of teachers, and interviews with teacher supervisors. Responsibilities for interviews and analysis will be negotiated during the course depending on students' current teaching situations, access to other language teachers, and research experience. The series includes four interviews: Classmate, Local Peer, Program Team, and Supervisor. Details on conducting these interviews, including questions, procedure, creating transcripts, and analysis, will be provided in the Assignment Guidelines folder in D2L. Full credit for each interview includes submitting the transcript and analysis.	
Program Evaluation Project – 30%		
Planning Literature Review Needs Analysis Recommendations Final Report Executive Summary	Effective leadership in language teaching programs depends on the ability to identify important features of the program, compare it with the needs of students and other stakeholders, and respond to those needs appropriately. This assignment will involve collaborating with peers to describe a program, identify strengths as well as areas for growth, and propose steps and strategies for promoting that growth, particularly in the areas of curriculum design, teacher supervision, and program advocacy. You will complete this project in stages throughout the semester, including planning worksheets to support your collaboration, program description, needs analysis, recommendations, the full final report, and an executive summary that can be shared with the stakeholders in your program. Details on the sequence and procedure for completing these projects are provided in the relevant Assignment Guidelines folder.	
Foreign Language Excellence Exchange – Virtual Conference – 15%		
In response to the needs articulated prior to and in this course, we will work together to plan and carry out a virtual conference. Students in this course will be responsible for selecting themes and topics, writing conference proposals, giving presentations on selected topics related to FL teacher development, teacher leadership, and excellence in FL teaching. Participation in the conference is mandatory, and synchronous participation is strongly preferred. If you cannot make arrangements to participate on the day of the conference, there will be options for participating asynchronously. The FLEx Virtual Conference for Fall 2022 is currently scheduled for Friday, December 2.		
Proposal and Proposal Review	Write your own conference proposal and review proposals written by your classmates using a process that mirrors the proposal requirements for the annual ACTFL Convention (www.actfl.org).	5%
Conference Presentation	Plan and present an individual workshop session. The grade for this assignment includes the slides, which demonstrate preparation for the session, and the video for "on-demand" delivery of the workshop. Videos should be 20 minutes long and include your content and instructions for interaction during the live session and/or responding asynchronously.	5%

Conference Participation and Peer Response	For the virtual conference itself, you will be responsible for leading the interactive elements of your workshop session, participating in the organization of the conference itself, and responding to others' presentations as audience members.	5%
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Note: Grades will be reported on an ongoing basis in D2L. You can review your grades and the weight of each assignment by clicking Grades in the Assessments menu. If you have questions or concerns about how your grade appears or is being calculated, please contact me. All percentages above relate to the final grade.

GRADING SCALE

Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. If you read the materials carefully, complete all assignments in a timely manner, and attend to instructor and peer feedback, it is entirely possible to earn a 4.0 in this course.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% equate to 3.5, 82% to 87% to 3.0, etc. At the end of the semester, I reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

94% or above is a 4.0 (A)	The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.
88% to 93% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87% is a 3.0 (B)	The student met most of the requirements for this course and demonstrated his or her learning relatively well.
76% to 81% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

CLASS POLICIES AND EXPECTATIONS

1. Course modules and weekly activities

Course Modules: As mentioned above, the content of this course is presented in 12 modules. In addition, the course begins with an introductory lesson called Module 0. In the weeks after Module 12, you will review the course content, share your work with classmates, and complete your final projects. The weekly due date for this course will be **Tuesdays at midnight** (technically, 11:59 p.m. in Eastern time or your time zone if later).

Discussion Forum: Each week, you will participate in an online discussion and complete other related tasks. Responding to other students' posts is required and must be completed by **the following Tuesday**. Virtual events and meetings may be scheduled on other days of the week, and the course ends on a **Friday**. Your availability will be requested and taken into account when scheduling those meetings.

Anticipated Workload: Online graduate courses in the MAFLT program at MSU rely on regular and consistent participation throughout the semester. It is recommended that you set aside **an average of 6-12 hours per week** for course tasks. Your workload will vary depending on your experience in FLT courses, your teaching experience, whether you have major assignments due that week, and other factors. Consider the course schedule early and often so that you can complete assignments on time each week. See Late Policy below.

2. Communicating with your instructor and peers

Because this class is online, our communication by internet and phone will be very important. We will use the following three methods of communication as the semester goes on, and further training will be available in the course, via D2L and Spartan365 apps. Guidance on these tools and how to use them on your devices is provided below in the section **Technology for this Course**, in our course materials (see **Module 0**), and in the general tutorial materials for MAFLT Students: [MAFLT Tutorials Hub \(michiganstate.sharepoint.com\)](https://michiganstate.sharepoint.com).

- **Activity Feed and updates in D2L** (d2l.msu.edu) > Course Home page;
- **Microsoft Teams** (teams.microsoft.com) > Team for FLT 817 FS22; and
- **SpartanMail/Outlook email** (<http://spartanmail.msu.edu>).

Announcements and Notifications: Each week, you will see an announcement via **D2L Activity Feed** when new modules and major updates are released. Additional reminders, follow-ups, responses to questions that are relevant to multiple people, and links to files and other materials available via Spartan365 apps may be shared via **Teams**. D2L can also send out a wide range of automated notifications. Some of these are more useful than others. You should customize and update your notifications in D2L and Teams each semester. **Teams** also serves to connect other apps including OneNote, Stream, and SharePoint. You can also contact your classmates and instructor individually via Teams chat.

Individual Communication via D2L, Teams, and Email: When I send email to you, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). We do NOT use the internal email tool in D2L. In some cases, email is important because it creates a record of the interaction. Invitations via Outlook and automated notifications from D2L will also go to your email. If I email you, please take the message seriously and reply promptly and as directed. Once the course begins, we will primarily rely on **Microsoft Teams** for communication and collaboration on tasks and materials.

Virtual Meetings: We use the video meeting tool in **Microsoft Teams** or **Zoom** (<http://msu.zoom.us>) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. This software allows for real-time communication and sharing of our computer screens. The meeting ID and link will be provided in the invitation to each class virtual event. All virtual events are optional but recommended. If you cannot attend at the scheduled time, there will be alternative ways to participate, and you will be able to access recordings.

Making Appointments: Throughout the semester, office hours are available by appointment. The default appointment length is 30 minutes. Appointments can take place by phone, but virtual meetings are preferred. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, go to the following site (link also on our D2L home page) and select at least two separate times.

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

Please strive to make these appointments *at least 24 hours* in advance. If no times are available that work with your schedule, update your Calendar in Outlook or Teams and contact me. You will receive an automated confirmation and reminders from OnceHub, and I ask that you also follow up via **Teams** chat to confirm the topic and the location (assume that the default platform is Teams).

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](#).

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 using your MSU NetID and password. In a fully online course like this one, our D2L page is essentially our classroom. This page is used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes in some courses, reporting grades, and more. D2L runs well in most browsers and works on mobile devices. Note that you can set up various alerts in D2L (click your name in the top right corner and choose Notifications) that will send a message to your email and/or phone when you have new items, upcoming due dates, and so on.

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

Troubleshooting: If you should have technical trouble while attempting to complete a task or submit an assignment in D2L, you can contact the D2L Help Desk 24/7 by submitting a request online or by phone. Note that the Help Desk staff will send me updates on the issue upon request. If you are having trouble accessing materials through the MSU Library, click **Ask a Librarian** at lib.msu.edu. Other troubleshooting advice is provided in the D2L course page under **FAQ**.

Recommended Hardware and Software for All Courses

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

- Reliable computer and stable, relatively fast internet connection (at least 10mbps).
- Web camera, microphone, and headphones for office hours, virtual meetings, etc.
- MSU NetID and email account, set up and checked daily: spartanmail.msu.edu.
- Microsoft Office or compatible software. Download free from spartan365.msu.edu.
- Adobe Acrobat or other PDF reader. Download free from get.adobe.com/reader.
- Software for video recording presentations (links and tutorials in D2L 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 and remote.msu.edu/learning.
- **MSU Library** – 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.
 - **Guide to Ebooks** – libguides.lib.msu.edu/ebooks - explore books you can access from anywhere and find out how to read them online or offline.
- **Distance Learning Services** - <https://lib.msu.edu/dls/> - links to resources and contact info for the Discovery Services help desk. You can also email them at reachout@msu.edu.
- **Google Apps for Education** – <http://googleapps.msu.edu/>. Access to Drive, Calendar, Sites, Classroom, etc. with MSU NetID. Using your MSU access provides for greater security.

- **Kaltura MediaSpace** – <http://mediaspace.msu.edu> – Allows faculty and students to create, upload, and share videos. MediaSpace also provides tools for recording presentations.
- **Zoom** – 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.
- **Calendar in Outlook and Teams** - You can get to the same calendar by clicking the Calendar app in Outlook or Teams. Scheduled appointments with me or meetings for this course will appear there. Also, if you put your general availability there, I can use the Scheduling Assistant tool to find times that work for synchronous meetings (office hours, virtual meetings, etc.). Useful tips:
 - How to: [Subscribe to your Google Calendar from Outlook](#).
 - How to: [Share free/busy times with other people at MSU](#).
- **Office apps via Spartan365** – <http://spartan365.msu.edu> – from this site, you can access and download an array of Office365 apps, including **Microsoft Office Pro**. In addition to MS Word, Excel, PowerPoint, and Outlook, which may already be familiar to you, we also use the following less-familiar apps. You can learn more and find training at michiganstate.sharepoint.com/sites/Spartan-365-Help-FAQ.
 - **OneDrive** – <http://onedrive.microsoft.com> – cloud storage for your files.
 - **Teams** – <http://teams.microsoft.com> – all FLT courses have a class Team for communication and collaboration.
 - **SharePoint** – <http://sharepoint.microsoft.com> – hub similar to a private website for each Team. Provides access to the same documents found under Files in Teams.

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 > 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

Academic Writing and Library Research

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

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

GENERAL REQUIREMENTS FOR WRITTEN WORK

1. **Content and quality:** All assignments are expected to be well written. Assignments will be graded on *depth of coverage* (comprehensive/ thorough treatment of the topic reflecting a clear understanding of the subject), *presentation* (clear, concise, readable prose), and *argument* (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. Carefully review and follow the individual Guidelines document for each written assignment.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. Any use of others' work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

2. **Document Format:** All written assignments should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting format issues may be returned to you for revision and marked as late. For guidance on learning academic style and format, look for the **Academic Writing** folder under **Resources** in **D2L**.

When templates or worksheets are provided for you and include space for your name, date, etc., you do not need to add an additional heading. All other papers should include an appropriate heading and file name. By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses. In the **top left corner of the first page**, always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title. For example:

Ima Nay Student FLT 817 – Dr. Lanier January __, 2022

Assignment Title

3. **File Format:** Turn in all written assignments in MS Word format (.doc or .docx). Do not submit PDFs. I will not accept PDFs for written assignments. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU's plagiarism checker. For assignments that involve presentations, web pages, visuals, or other formats, you should still use appropriate style, cite sources using APA format, and proofread. The Assignment Guidelines document for each major assignment will provide further details.

The **file name** for each and every file you submit should include **your last name** and the **title of assignment**. If there will be multiple drafts of the assignment, also indicate draft status. Students often put their names on papers but forget to put their names on associated files, such as slides or student handouts. Your attention to these details is appreciated because it smooths the process of managing paperwork and feedback.

WRONG: AssignmentTitle_LastName.docx
WRONG: FLT817_AssignmentTitle.docx

4. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder unless explicitly stated otherwise. Please do **not** submit papers by **email** unless you are having technical trouble and cannot resolve it through the Help Desk. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L. In some cases, you will also be asked to share your work with peers via D2L Discussions or via Microsoft Teams. Nevertheless, course credit will be based on your submissions in D2L Assignments.

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

5. **Citations:** When your written assignment includes references to published works of any kind, use APA format to cite the original source. You can find examples in the reference list at the end of the syllabus, and you will find further resources listed below, on our D2L page, and on our MAFLT Library Guide. While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism below in the University Policies section.

Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.

6. **Feedback on Written Work:** Once you have submitted an assignment, I will provide feedback in a range of different ways, depending on the type of assignment, the stage in the writing process, and the extent of feedback. I frequently provide a rubric before an assignment is due and use it to show you the components of your score. I also use the Comments function in Word or the markup tools in D2L to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Assignments folder where you submitted the task. When I return documents to you with my feedback, the file name will include the tag “Comments.” It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

In this course, you may also be asked to provide **peer feedback** on the work of one or more of your classmates. Peer feedback allows you to reflect on the challenges of the assignment and to provide and receive guidance in meeting the requirements of the assignment. In each case, I will provide guidance on the priorities and procedure of this process. A portion of your grade will depend on timely and appropriate completion of this task. Please strive to respect the time and efforts of your classmates, as they will strive to respect yours. You may seek assistance with planning, revising, and proofreading your assignments from the **MSU Writing Center**. Schedule Online Consulting here: <http://writing.msu.edu/locations/online/>.

ACADEMIC INTEGRITY GUIDELINES AND POLICIES

Expectations for Academic Integrity at Michigan State University

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU's policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others' words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: <http://www.msu.edu/unit/ombud/academic-integrity/>. Note that this web site states that "plagiarism not only is legally wrong but also morally corrosive... Any paper based upon the writing of others should *acknowledge every source used.*"

Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:

- claim or submit the academic work of another as one's own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without explicit authorization from the instructor
- use the <http://www.allmsu.com> website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization
- submit coursework completed for another course to satisfy the requirements of this course.

Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If an instructor gives you a penalty, that instructor is expected to and will inform the director of the program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

Implications for Academic Integrity in MAFLT Course Assignments

The overall purpose of the MAFLT Program is to prepare master language teachers. In addition to that objective, however, the program should train you to participate in academic communities, to be an active and informed consumer of relevant research, and to contribute to the field. Course assignments therefore often require that you follow conventions that are agreed upon by scholars in fields related to foreign language teaching. In this program, we use the format for citing sources and structuring papers defined by the American Psychological Association (APA). However, the most important consideration when using sources is that you find a way to give credit to all sources that you use.

You are expected to create your own original work for each and every assignment in the MAFLT Program. That work should be informed and inspired by other teachers as well as scholars. When you use their ideas and words, you must give credit to them. That is true for all types of assignments. It is true for any and all sources that inform your work, including journal articles, book chapters, published lesson plans (from sites such as TeachersPayTeachers.com), blog posts from other teachers' websites, popular media. You do not need to cite lecture materials or guidelines created by your instructor for this course.

When you do not give credit to the sources that you use, you are violating expectations for academic integrity as defined by Michigan State University and may be subject to the penalties described above. If you are not sure whether and how to cite sources for a given assignment type, consult with your instructor *before* the assignment is due. At minimum, provide a comment in your submitted document stating that you have a question about whether you have cited appropriately and sufficiently. Incorrect citation format in any assignment does not automatically constitute plagiarism. However, the line between incorrect formatting and a case in which you are knowingly using others' ideas or words without giving proper credit is sometimes difficult to discern. That is why we strive to use, and to teach you to use, citation practices that are common across instructors in the MAFLT and accepted by scholars, academic journals, publishing houses, and professional organizations in our field.

Disagreements and Appeals

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

OTHER UNIVERSITY POLICIES AND RESOURCES

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).

- 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>.

COURSE MATERIALS

Main Course Textbooks

Lord, G. (2014). *Language program direction: theory and practice*. Pearson. [Click to see book details.](#)

Ritz, C. (2021). *Leading your world language program: Strategies for design and supervision, even if you don't speak the language!* Routledge. [Click here for MSU Library catalog entry.](#) [Click here to read online.](#)

Pennington, M. & Hoekje, B. (2010). *Language program leadership in a changing world: An ecological approach*. Bingley: Emerald Group Publishing Limited. [Click to read online.](#)¹

Important Organizations and Sites

TELL Project – Teacher Excellence in Language Learning

→ <http://www.tellproject.org>

AELRC – Assessment and Evaluation Language Resource Center – Evaluation Resources

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

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

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

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

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

American Councils – Foreign Language Enrollment Survey

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

Additional Textbooks and Reference Materials

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

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

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

Norris, J. M., & Watanabe, Y. (2007). *Roles and responsibilities for evaluation in foreign language programs*. University of Hawaii at Manoa.

Taylor-Powell, E. & Renner, M. (2003). *Analyzing qualitative data*. Madison, WI: University of Wisconsin System.

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

Journal Articles

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

- Allen, L.Q. (2018). Teacher leadership and the advancement of teacher agency. *Foreign Language Annals*, 51, 240-250.
- Borg, S. (2010). Language teacher research engagement. *Language Teaching*, 43(4), 391–429.
- Darling-Hammond, L. (2013). When teachers support & evaluate their peers. *Educational Leadership*, 71(2), 24-29.
- González-Lloret, M., & Nielson, K. B. (2015). Evaluating TBLT: The case of a task-based Spanish program. *Language Teaching Research*, 19(5), 525–549.
- Heineke, A. J., & Davin, K. J. (2021). Implementing the Seal of Biliteracy: A multiple case study of six high-awarding districts. *The Modern Language Journal*, 105(2), 395–411.
- Martel, J. (2015). Learning to Teach a Foreign Language: Identity Negotiation and Conceptualizations of Pedagogical Progress. *Foreign Language Annals*, 48(3), 394-412.
- Norris, J. M. (2016). Language program evaluation. *Modern Language Journal*, 100(Supplement), 168–189.
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44(1), 5–33.
- Tedick, D. J. (2009). K-12 Language teacher preparation: Problems and possibilities. *Modern Language Journal*, 93(2), 263–267.

Book Chapters and Reports

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

- [Babione, C. A. \(2015\)](#). *Practitioner teacher inquiry and research*. John Wiley & Sons, Incorporated.
- Burns, A. (2009). Action research in second language teacher education. In A. Burns & J. C. Richards (Eds.), *The Cambridge Guide to Second Language Teacher Education* (pp. 289–297). Cambridge University Press.
- Cohan, A., & Honigsfeld, A. (2011). *Breaking the mold of pre-service and in-service teacher education: Innovative and successful practices for the 21st century*. Rowman & Littlefield Education.
- Commission on Language Learning (2017). *America's Languages: Investing in Language Education for the 21st Century*. Cambridge, MA: American Academy of Arts & Sciences. Retrieved from <http://www.amacad.org/publication/americas-languages>.
- Heller, D. A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: Association for Supervision and Curriculum Development. Access at Ebook Central.

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

[Jensen, J., Sandrock, P., & Franklin, J. \(2007\).](#) *Essentials of world languages, Grades K-12: Effective curriculum, instruction, and assessment*. Association for Supervision & Curriculum Development.

Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks, CA: Sage.

McDonald, J., & Cater-Steel, A. (Eds.). (2017). *Communities of practice: Facilitating social learning in higher education*. Singapore: Springer. Access at [SpringerLink](#).

Murphy, J. (2014). Reflective teaching: Principles and practice. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed., pp. 613–629). Boston, MA: National Geographic Learning / Heinle.

[Reagan, T., & Osborn, T. \(2021\).](#) *World language education as critical pedagogy: The promise of social justice*. Routledge.

[Ross, S. J. \(2009\).](#) Ch 39: Program evaluation. In C. Doughty & M. H. Long (Eds.), *Handbook of Language Teaching* (pp. 756–778). Malden, MA: Wiley-Blackwell.

Sanz, C., & Lado, B. (2014). Ch 1: Individual differences in language development: Teaching diverse populations. In C. Sanz & B. Lado (Eds.), *Individual Differences, L2 Development, and Language Program Administration: From Theory to Application* (AAUSC Vol. 13) (pp. 1–12). Stamford, CT: Cengage Learning.

Module	Due:	Readings	Major Tasks
0	9/6	Getting Started	Intro Questionnaire Peer Introductions
1	9/13	The Field of Foreign Language Teaching	Classmate Interview Teaching Philosophy - prior
2	9/20	Excellence in Language Teaching	Program Evaluation Project Planning Worksheets
3	9/27	Program Development	Local Peer Interview EPIC Growth Plan
4	10/4	Program Evaluation	Program Evaluation Report Phase 1
5	10/11	Teacher Identity and Development	FLEx Conference – Submit your proposal
6	10/18	Teacher Supervision & Mentoring	Supervisor Interview Transcript and QDA
7	10/25	Action Research as Professional Development	FLEx Proposals – Peer Review
8	11/1	Curriculum Development	Program Team Interview Transcript and QDA
9	11/8	Curriculum Implementation and Assessment	FLEx Presentation Slides Updated Resume and Bio
10	11/15	Collaboration and Learning Communities	Program Evaluation Report Phase 2
THANKSGIVING BREAK – No new material			
11	11/29	Leadership in Language Teaching	Teaching Philosophy - Revised
FLEx Virtual Conference – Friday, December 2			
12	12/6	Innovation and Advocacy	Program Evaluation Report Phase 3
Final Projects	12/13	Revisions and Reflections	Program Evaluation Executive Summary + Peer Review
End of Course	12/16	Final versions of Program Evaluation Report and its Executive Summary submitted by Friday, Dec. 16.	Revised Final Report and Executive Summary

Module	Due	Readings	Major Tasks
0	9/6	Getting Started	Intro Questionnaire Peer Introductions
1	9/13	The Field of Foreign Language Teaching <i>America’s Languages: Investing in Language Education for the 21st Century</i> (2017) – American Academy of Arts & Letters Lord (2014) <i>Language Program Direction</i> - Ch 1 Introduction Ritz (2021) Ch 1 World Language Education: Values and Methods	Classmate Interview Teaching Philosophy – submit prior version
2	9/20	Excellence in Language Teaching Ritz (2021) Ch 2 Talking the Talk: Essential Concepts in World Language Education Murphy (2014) <i>Reflective teaching: Principles and practice</i> TELL Project – Teacher Excellence in Language Learning → http://www.tellproject.org ACTFL – American Council for Foreign Language Teaching – Guidelines & Manuals → https://www.actfl.org/publications/guidelines-and-manuals	Program Evaluation Project Planning Worksheets
3	9/27	Program Development Lord (2014) Ch 2 The mission statement Ritz (2021) Ch 3 Program design: Building blocks Pennington & Hoekje (2010) Ch 1 The language program in a changing world (skim) Ch 2 The language program ecology	Local Peer Interview EPIC Growth Plan
4	10/4	Program Evaluation Norris, J. M. (2016). <i>Language program evaluation from Modern Language Journal</i> Ross, S. J. (2009). Ch 39: Program evaluation in the <i>Handbook of Language Teaching</i> González-Lloret & Nielson (2015) Evaluating TBLT: The case of a task-based Spanish program AELRC – Assessment and Evaluation Language Resource Center – Evaluation Resources	Program Evaluation Report Phase 1
5	10/11	Teacher Identity and Development Tedick, D. J. (2009). K-12 Language teacher preparation: Problems and possibilities	FLEx Conference – Submit your proposal

		<p>Martel, J. (2015). Learning to teach a foreign language: Identity negotiation and conceptualizations of pedagogical progress</p> <p>Lord (2014) Chapter 5: Hiring and training instructors</p> <p>ACTFL – Educators Rising 2.0 campaign and modules</p>	
6	10/18	<p>Teacher Supervision & Mentoring</p> <p>Ritz (2021) Ch 6: Evaluation when you don't speak the language + Appendices F-J and K</p> <p>Hoerr (2005) Ch 6 Evaluating Teacher Growth</p> <p>Corriero & Romeo (2011) When mentoring is not enough: A multiyear induction program</p>	Supervisor Interview Transcript & QDA
7	10/25	<p>Action Research as Professional Development</p> <p>Burns (2009) Action research in second language teacher education</p> <p>Borg (2010) Language teacher research engagement</p> <p><i>Reference: Noffke & Somekh (2009) The SAGE handbook of educational action research</i></p> <p>- Especially Anderson & Herr on AR and leadership</p>	FLEx Conference proposal peer review
8	11/1	<p>Curriculum Development</p> <p>Ritz Ch 4: Curriculum design: Understanding by Design through a WL lens</p> <p>Lord (2014) Ch 3 Program design and course materials</p> <p>Richards (2013) Curriculum approaches in language teaching: forward, central, and backward design</p>	Program Team Interview Transcript & QDA
9	11/8	<p>Curriculum Implementation and Assessment</p> <p>Jensen, Sandroock, & Franklin (2007) Ch 4 Designing curriculum via assessment targets</p> <p>Ritz (2021) Ch 5: Assessments: Fueling a cycle of language learning</p> <p>Heineke & Davin (2021) Implementing the Seal of Bilingualism</p>	FLEx Presentation Slides Updated Resume and Bio
10	11/15	<p>Collaboration and Learning Communities</p> <p>McDonald & Cater-Steel (2017). <i>Communities of practice: Facilitating social learning in higher education</i> – Ch 1</p> <p>Babione (2015) Ch 3 Inquiry communities for learning and change</p> <p>Darling-Hammond (2013) When teachers support & evaluate</p>	Program Evaluation Report Phase 2

		their peers	
THANKSGIVING BREAK – No new material			
11	11/29	Leadership in Language Teaching Ritz (2021) Ch 7 Implementing change: Developing your strategic plan + Appendix L Allen (2018) Teacher leadership and the advancement of teacher agency Lord (2014) Ch 6 Incorporating technology Lomicka (2021) Creating and sustaining virtual language communities	Teaching Philosophy - Revised
FLEx Virtual Conference – Friday, December 2			
12	12/6	Innovation and Advocacy Reagan & Osborn (2021) <i>WL education as critical pedagogy</i> Ch 4 Why study a foreign language? Alternative rationales Ch 8 WL education, critical pedagogy, and social justice: Toward <i>conscientização</i> Sanz & Lado (2014) Ch 1: Individual differences in language development: Teaching diverse populations ACTFL (2019) Making languages our business: Addressing FL demand among U.S. employers (leadwithlanguages.org/report)	Program Evaluation Report Phase 3 (complete draft)
Final Projects	12/13	Revisions and Reflections Lord (2014) Ch 7 Looking to the future	Program Evaluation Executive Summary & Peer Review of another group
End of Course	12/16	Any revisions to your Program Evaluation Report and the Executive Summary must be submitted by Friday, Dec. 16.	Revised Final Report and Executive Summary

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 updates via Teams and/or 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>.