

# MAFLT Final Portfolio Guidelines

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Course site: <http://d2l.msu.edu> → See FLT 898 and MAFLT Community  
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## Purpose and Procedure

The MAFLT Portfolio is designed to serve two primary purposes. The **internal** purpose is to demonstrate that you have met the learning objectives of the program. The **external** purpose is to ensure that you graduate with a coherent, well-presented, detailed collection of evidence that can convey your foreign language teaching experience to stakeholders outside the program, including current and future administrators, prospective employers, academic programs, state boards, and so on.

### **1. Collating and Curating Your Portfolio Materials:**

As the semester proceeds, you will be prompted to gather the various required materials for your portfolio and submit them to D2L Assignments. This step allows me to confirm that you have the appropriate materials and to respond to materials that may benefit from revision or formatting adjustments. Files may also be shared via Microsoft Teams to facilitate feedback. In order to share your materials in your portfolio, you should decide on a cloud-based location for them, i.e., OneDrive or Google Drive, and create a dedicated folder that will contain all files to be embedded in your site. Media files should be stored on an appropriate platform, such as YouTube. Further guidelines and recommendations are provided in the Portfolio Design Guide.

### **2. Create an Internet-Based Portfolio to Display your Materials Publicly:**

All the materials that can and should be shared widely, with colleagues, potential employers, etc., will be compiled in an online format that is easy to share internally and externally. Include all elements of the portfolio as listed below. A “Model” site has been provided via Google Sites. Once it is shared with you as an editor, you can duplicate that site and use it as a template. However, you may use another platform such as WordPress, Weebly, or D2L’s ePortfolio function. Your faculty mentor can and will provide some guidance on all of these methods, but ultimately you are responsible for your own web design skills and efforts. Designing an online portfolio is another form of evidence of your learning in the MAFLT.

## Contents of the Portfolio

The required elements of the portfolio are summarized in the chart beginning on p. 8. Note that only the first three items will be created exclusively for the portfolio, while the rest should be revisions of prior coursework. “Source” refers to the course in which you should have completed the item. This list is subject to change over time, but you will be held to the requirements listed in the PDF of the Portfolio Guidelines marked with the timeframe in which you are enrolled in FLT 898. Note that as of 2020, the teaching video is required, but you may request a waiver. If you have not recorded one in the past, you can do so this semester.

## MAFLT Portfolio Required Elements

Category	Required Materials	Source
<b>Overview Documents</b>		
1	<b>Introduction, Bio, and Inventory</b> – Personal biography and brief summary of experience to be included on About Me page, as well as the Portfolio Inventory & Checklist for track your progress.	New for Portfolio
2	<b>Portfolio Website and Descriptive Text</b> – Provide text on each page of your portfolio describing the materials on each page and how these artifacts demonstrate your competence as a teacher of your target foreign language.	New for Portfolio
3	<b>Portfolio Reflective Essay</b> – Discuss how your studies in the MAFLT program have affected your language teaching practice, beliefs, and intentions.	New for Portfolio
<b>Methods Evidence</b>		
4	<b>Teaching Philosophy</b> – Include your philosophy of language teaching, revised to reflect further adjustments to your beliefs and practices during the program.	FLT 807 Methods and FLT 817
5	<b>Teaching Demonstration</b> – Submit a video of 15-20 minutes that demonstrates competence in teaching your target language. Include an introduction in your portfolio that explains the context in which the video was recorded and how it demonstrates your competence in FLT methodology. Submit this description and the link to the video’s location online to D2L Assignments.	Required as of Fall 2019. Waiver requests: Discuss with 898 instructor.
<b>Technology Evidence</b>		
6	<b>Technology-infused artifact and rationale.</b> such as online course modules, lessons or activities involving computer-based or internet-based tools, or other materials that demonstrate competence in the use of technology to develop learners’ proficiency in your target language. These materials must be accompanied by the rationale, literature review, analysis, or other substantial text that describes this artifact, its purpose, and its design principles. On your portfolio site,	FLT 881 Technology

	explain when and why you developed it and how it demonstrates your competence.	
<b>Assessment Evidence</b>		
<b>7</b>	<b>Assessment instrument and documentation.</b> Submit an assessment tool that you have developed for your target language along with materials explaining when, why, and how you developed this tool and how it would be used. Include both the materials that would be provided to students and the documentation that explains these assessment materials to other educators.	FLT 808 Assessment
<b>Culture / Intercultural Competence Evidence</b>		
<b>8</b>	<b>Intercultural Activity Design.</b> Submit an activity plan and a narrated presentation in which you describe an activity for the FLT classroom that develops cultural awareness and intercultural skills. Include well-articulated rationale, objectives, and procedures for this activity as well as materials that would be provided to students.	FLT 815 Culture and Intercultural Competence
<b>Research Experience and Ethics Training</b>		
<b>9</b>	<b>Research Proposal or Project.</b> Submit the proposal or project that you completed in FLT 860 F/SLA demonstrating your understanding of research into second language acquisition. Also include at least one other assignment of your choice that involved the collection and analysis of data. Locate your CITI certificate demonstrating completion of Responsible Conduct of Research (RCR) training and share it on your site.	FLT 860 and other courses
<b>Professional Experience</b>		
<b>10</b>	<b>Resume or CV.</b> Include a revised resume or CV that is appropriate for your experience and professional goals.	FLT 817 Program Dev & Admin
<b>Language Proficiency Evidence</b>		
<b>11</b>	<b>Oral Proficiency Interview (OPI)</b> from Language Testing International or other evidence of language proficiency. If your target language is your native language, then you do not need to submit a standardized evaluation of your proficiency, but you may include TOEFL or IELTS results. On the Proficiency page, we recommend that you include a brief narrative of your language learning experience and describe any evidence of proficiency that you are providing.	Results of proficiency examination completed before or during the MAFLT Program
<b>Experiential Module</b>		
<b>12</b>	<b>Experiential Module Materials and EM Reflective Essay.</b> Present your EM on your site appropriately, depending on the type of EM that you completed. Provide a description of your Experiential Module(s),	FLT 885 Experiential Module

	including how the module expands on your coursework and aligns with your career plans. Summarize what you did and why on the relevant web site page. Attach or include links to any outcomes of your EM that can and should be shared, such as teaching materials, course syllabi, presentations, blogs, assessment tools, etc.	
<b>Other Materials</b>		
	The portfolio allows space to include materials you have created in your FLT coursework that are not listed above but would, from your perspective, make valuable additions to your portfolio. The course materials and other students' portfolios will demonstrate possible choices for this section.	Any FLT courses or other language teaching materials

*If you transferred courses into the MAFLT Program or for other justifiable reasons did not complete the requested materials during your FLT courses, it is your responsibility to contact your instructor, discuss alternative content that can demonstrate your proficiency in the relevant domains, and provide those materials via D2L and on your website.*

**Optional Materials**

This list of requirements outlines the minimum documentation that you should include in your syllabus. If you would like to add other materials that you have created during the MAFLT or in your practice as a language teacher, feel free to do so. Simply keep in mind the **internal** and **external** purposes of the portfolio, as discussed above. If you are not sure what to include or how to present a component, contact your portfolio mentor.

**FLT 898 Course Requirements**

The following table summarizes the method of evaluating your performance in this course. Further details, guidelines, and suggestions for each requirement will be provided as the semester goes on.

<b>Requirements</b>	<b>Refer to:</b>	<b>Due Dates:</b>
<b>Portfolio Evaluation – 60 points</b>		
<b>Portfolio Design and Content</b> The required elements of the portfolio will be evaluated based on their content and how they are presented on your portfolio site. The sections include: Overall Design, Credentials, Beliefs & Practices, Pedagogical Skills, Experiential Module, and Reflection. Other materials can be included but do not count toward completion points.	Portfolio Guidelines and Checklist  D2L Modules	Based on Faculty Review of Portfolio at end of semester
<b>Course Participation – 40 points</b>		

<p><b>Module Discussions &amp; Updates – 30 points</b>  This course includes six modules that correspond to sections of your portfolio. Each module has two parts, Reflect and Curate. Reflect asks you to think about coursework, tasks, and experiences that relate to that section of your portfolio and to submit the appropriate materials in D2L. Curate asks you to incorporate those materials into your site and discuss how you are presenting yourself and your materials in your portfolio.</p>	<p>Course Schedule  D2L Discussions</p>	<p>Modules have due dates every week</p>
<p><b>Peer Response – Modules and Final Portfolio – 10 points</b>  Respond to your peers’ posts to D2L Discussions and to one peer’s portfolio. Further guidance will be provided via D2L and Teams.</p>	<p>D2L Discussions  Teams</p>	<p>End of semester</p>

## Portfolio Design Guidelines

### General Guidelines on Revising and Uploading Documents

The majority of the materials that you submit in your portfolio will have already been created during other MAFLT courses. The exceptions to this are your portfolio introduction and your portfolio reflective essay. When you prepare documents for the portfolio, keep in mind that the audience for these texts may now be much wider than only MAFLT faculty. The following recommendations are intended to help you share your materials appropriately for the purposes of faculty feedback, portfolio evaluation, and public sharing of your finished site.

- **Sharing and Submitting Portfolio Items:** Portfolio materials be shared with your portfolio mentor in your shared folder linked to Microsoft Teams while they are “works in progress” and when you are seeking input. However, submitting materials means that you have both **uploaded them to D2L** Assignments folders in the FLT 898 course and **added them to your portfolio website** through adding text to the web page, adding a link to the document in a shared folder, or embedding the document from a shared folder. Please make sure that you have adjusted the sharing settings on the folder and the documents appropriately for “anyone at MSU with the link”!
- **Revisions and Public Versions:** Documents should be clean, presented in a professional manner, and revised as needed. Specific course information (such as “FLT 807” on your teaching philosophy) will not be meaningful to external readers in the headings or body of the paper, so you should refer to the courses by name. Adding cover pages is optional. Your reflective essays, the Program Reflective Essay and the EM Reflective Essay, should be included in your site until after faculty have reviewed it. After that, they can be removed from the site before it is fully published on the web.
- **Audience awareness:** The reader needs to be able to understand what you did and what it means. If you refer to a specific MAFLT course, assignment, or procedure in your text, outsiders may not recognize its nature or significance. Either remove these references or add more

explanation. That said, readers should recognize terms and concepts from the field of language learning and teaching, and your awareness of research-based concepts and practices will help to convey your expertise to these readers.

- **Security and Ownership:** Keep security in mind as you revise and share materials. You want to be comfortable sharing all of this content on a publicly available website. If you do not want your address, student information, or other details to go out to the world, then be sure to remove them from these documents. Also, consider your file format. When you add documents to your website, it will be more difficult for outsiders to download and make unauthorized use of your work if you save your documents as PDFs.
- **Publishing Your Finished Site:** Finished portfolios should be published on your selected platform so that you can use them beyond the program. You can continue to add to it, remove from it, or modify it after that time. However, please keep in mind that we will also link to your portfolio from the MAFLT website and direct other students, alumni, and visitors to it. If your site will no longer be recognizable as a MAFLT Portfolio, then consider creating a separate site. We are proud of your work and want to be able to share it after you graduate!

## New Material for the Final Portfolio

In order to present the materials in your final portfolio effectively and reflect on your experience in the program, you will create the following documents while enrolled in FLT 898:

- **Portfolio Inventory & Checklist.** This checklist is a form that appears on your site while it is “under construction” but will not be included in the final version of your portfolio. It should be updated to reflect your progress on the portfolio and the specific materials that you have chosen to include (i.e., specific titles, topics, etc.).
- **Portfolio Text** Throughout your portfolio, you will need to add headings and text that explain the content of each page to your visitors and to guide them to view and access materials in the way that you intend. The Introduction and About Me texts will also be submitted to D2L Assignments so that we can make sure the first text that visitors see has received careful revision and proofreading.
- **Teaching Video** Your Teaching Video should include about 15 minutes of actual classroom instruction. It should be stored online and embedded in your site. You should explore tutorials and guides for the platform of your choice to learn about how videos will appear when embedded. If you do not include a video, consider other options for demonstrating your teaching ability and approaches to visitors, such as a screen capture video of online instructional materials you have created and/or a collection of photos with descriptions of the classroom space and events. Remember you will need permission if you show students’ faces in the video or other materials.
- **Program Reflective Essay:** (not to be confused with the EM reflective essay) The Reflective Essay is a separate document that will be created this semester and submitted via D2L. There is a Guidelines document for this essay in D2L. When submitting your ePortfolio, you should embed the Reflective Essay as directed in the

model site so that reviewers can find it easily. These reflections are really for internal purposes, though, so you can remove it before you publish your site for public viewing.

The Model Portfolio provides some guidance on each page, including where and what text would be appropriate. As you work on your portfolio throughout the semester, consider how you can help your audience to easily understand and appreciate what you have included. If you are building your portfolio from the template site, make sure that you delete all the instructions and placeholders from the template as you complete each page.

## Portfolio Design and Peer Examples

The course materials provide some guidance on methods for designing your portfolios, but you are encouraged to look for instructional materials on web design at these sites and on sites such as eHow.com, About.com, etc. You can access sample portfolios and other resources from the FLT 898 course page, the MAFLT Community page, and the MAFLT Showcase at <http://maflt.cal.msu.edu/showcase>.

### **Google Sites Portfolio Template:**

<https://sites.google.com/msu.edu/maflt-model-portfolio/home>

### **Google Sites Learning Center:**

<https://apps.google.com/learning-center/products/sites/get-started/>

**ePortfolio at MSU:** <http://help.d2l.msu.edu/node/4396>

### **General Web Authoring Advice:**

<https://websitesetup.org/>

## Review Process for Portfolios

The examination committee will consist of two MAFLT faculty members who will review the portfolio according to the MAFLT Portfolio Evaluation Rubric. They will recommend a result of HIGH PASS (4.0), PASS+ (3.5), PASS (3.0, 2.5, or 2.0), or FAIL (1.5, 1.0, 0.0). A high pass will be granted when the portfolio is complete, the web site is well-designed and presented, the individual materials are complete and revised, and the student has maintained communication with the portfolio advisor and met all deadlines. Students who miss more than one of the major deadlines above or who do not revise their portfolios according to feedback will not be considered for a High Pass. A Fail would indicate that the portfolio was incomplete or not submitted.

The tentative grade will be communicated to the student approximately one week after the due date for committee review. Students should revise the portfolio based on this feedback, which may result in an adjustment to the portfolio grade. If a student still does not earn a passing grade, she or he must enroll in FLT 898 again in the following semester in order to fulfill the

requirements for graduation. A candidate who fails the portfolio exam may retake it only once, and this retake must occur during the following semester. A second failing grade will lead to dismissal from the MAFLT program with no degree awarded.

## Completion of the Course and Graduation from the MAFLT

In order to graduate from Michigan State University with your graduate degree, you must apply to graduate at the beginning of your final semester (that should be now). Information about how to apply and about MSU Commencement ceremonies can be found on this page:

[Advanced Degrees | Commencement \(commencement.msu.edu\)](https://commencement.msu.edu)

If you do not complete the requirements of the Final Portfolio prior to the date of Final Portfolio Evaluation, you will receive a deferral (DF) in place of a grade for this course until the portfolio requirements are satisfied. This situation will not prevent your graduation, but it is likely to delay your graduation and receipt of your diploma.

The current design of FLT 898 and the guides for completing your website provided in the course are intended to help you stay on track and complete the website on time and at a high level of quality. Please strive to adhere to the due dates throughout the course and to communicate effectively with your instructor and peers so that you can reach these goals and graduate at the expected time.



# Technology for this Course

## D2L Online Learning Management System

This online course is managed through Michigan State University's current learning management system, D2L. Log in at [d2l.msu.edu](https://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](https://help.d2l.msu.edu) or call (517-432-6200)

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

## Recommended Hardware and Software for All Courses

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

- Reliable computer and stable, relatively fast internet connection (at least 10mbps).
- Web camera, microphone, and headphones for office hours, virtual meetings, etc.
- MSU NetID and email account, set up and checked daily: [spartanmail.msu.edu](https://spartanmail.msu.edu).
- Microsoft Office or compatible software. Download free from [spartan365.msu.edu](https://spartan365.msu.edu).
- Adobe Acrobat or other PDF reader. Download free from [get.adobe.com/reader](https://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](https://spartanslearn.msu.edu) and [remote.msu.edu/learning](https://remote.msu.edu/learning).
- **MSU Library** – [lib.msu.edu](https://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](https://lib.msu.edu/general/account).
  - **Guide to Ebooks** – [libguides.lib.msu.edu/ebooks](https://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](https://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.

## 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 (LBGTQ) 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>.