

## COURSE MATERIALS

Required textbook (must Purchase):

- Glisan, E. & Donato, R. (2017). *Enacting the work of language instruction: High-leverage teaching practices*. ACTFL. Volume 1 and Volume 2. Available Free online at MSU Library

Reference texts:

- Brandl, K. (2008). *Communicative language teaching in action: Putting principles to work*. Upper Saddle River, NJ. Pearson.

Additional resources:

- Assigned articles and book chapters will be available through our course page on MSU's online learning management system, D2L (<http://d2l.msu.edu>), or directly through the MSU library. Further information on accessing these readings will be provided. See full list on p. 11-12.

## COURSE DESCRIPTION

Methods of Foreign Language Teaching offers a foundation in approaches, methods, and materials for the teaching of second and foreign languages from the perspectives of second language acquisition (SLA) research. In particular, we focus on implementing communicative and task-based approaches to promoting language skills and language learning strategies. As part of this focus, we will briefly review historical methods to illustrate how modern approaches build on previous approaches. Designed for pre-service and in-service teachers of any language, this course emphasizes the development of effective decision making by constantly drawing connections between theory and practice and encouraging reflection on students' language learning and teaching experience. The major tasks for this course include writing a teaching philosophy statement and recording and analyzing a teaching demonstration video.

This fully-online course has 12 modules. These modules, consisting of instructor videos, readings, useful links, published videos, and assignments, can be accessed through the course page on Michigan State University's learning management system, D2L (<http://d2l.msu.edu>). This course requires online participation, weekly discussions, three activity designs, video analysis and a final project.

## COURSE OBJECTIVES

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

1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform your own teaching practice.
2. Read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum development.
3. Develop activities, materials, and lesson plans for language learners and evaluate such materials based on criteria relevant to the concepts we cover in the course.
4. Reflect on your own teaching experience and observations of other teachers in action.
5. Convey to others a coherent, well-articulated, and theory-based teaching philosophy grounded in empirically tested research.

## COURSE REQUIREMENTS

The following table provides a summary of the requirements for this course. For further information and resources for completing these tasks, see the Assignment Guidelines folder in D2L. Please note this course has a total of 1000 points, this should make it easy for you to track your grade.

Tasks		Points	Due Date
<b>Participation Tasks</b>		<b>400</b>	
Discussion Participation	Participation in class discussions via the D2L Discussion forums is an important element of participation in this course. Each week's prompts will ask you to reflect on the week's readings and videos. For full credit, you must respond to at least <b>TWO</b> classmate's post in EACH discussion prompt. Opportunities will also be provided to meet with your classmates and instructor via Zoom virtual meeting. Informal conversations via Microsoft Teams are separate. You will receive 20 points for each discussion. 10 points for your main post and 10 points for your two responses to your classmates.	200	Every week – main post by Wednesday midnight  Replies to peers due by following Wednesday midnight
Language Teaching Video Analysis	Each week we will watch a language teaching video from one of three sources provided in D2L. You will be asked to analyze and reflect on these videos using a provided template. Analyzing these videos will provide examples of concepts learned in class and further prepare you for analysis of your own teaching demonstration video. You will receive 20 points for each analysis.	200	Due each on Wednesday
<b>Reflective Teaching Tasks</b>		<b>200</b>	
Language Learning and Teaching Autobiography	The language learning (and teaching) autobiography serves three purposes: 1) to encourage reflection on experiences that have shaped your language learning beliefs; 2) to provide your instructor with a writing diagnostic and establish practices for future assignments; and 3) to serve as an initial step toward writing your teaching philosophy.	50	Module 2 (about 500 words)*
Philosophy of Language Teaching	The teaching philosophy is an important means of articulating a teacher's beliefs and approaches and a key element of many job applications. Because your beliefs will evolve during the MAFLT, teaching philosophies will be revisited in FLT 817 and included in the Final Portfolio. Part of this assignment will include providing feedback to your peers teaching philosophy and incorporating feedback received from your instructor and peers into your final draft.	150	Module 12 (about 1000 words)
<b>Current Practices Tasks</b>		<b>400</b>	
Classroom Observation/Evaluation Task	Observing other teachers is a practice you should cultivate throughout your career. You will observe a live class of an experienced language teacher in action, take field notes, and submit a report in which you discuss the classroom environment, the teacher's choices and practices, student participation, and the impact this observation has had on your beliefs and practices.	100	Module 3 (about 1000 words)

Activity Design	A core principle that will be echoed throughout this course is how methods address communicative competencies. To promote understanding of communicative competencies you will design three tasks throughout this course. Each activity design assignment will be worth 50 points and will include peer review assignments.	150	See Schedule for Due Dates
Teaching Demonstration and Analysis	A key component of teacher development is engaging in reflective practice. Creating and analyzing teaching videos is crucial for growth as a language teacher. It allows teaching styles to be viewed objectively and areas for improvement to be identified. Further, by sharing these videos with peers or mentors, you gain valuable feedback. This process is also important because teaching demos are often required when applying for language teaching jobs. It's a tool that fosters ongoing development and enhances teaching skills.	150	December 15 <sup>th</sup>
<b>Total</b>		<b>1000</b>	

\* See further guidelines on format and length of assignments under Guidelines for Written Work (p. 9).

## **GRADING PROCEDURES AND 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, I provide details on the purpose, steps, and expected features of assignments in a Guidelines document and a rubric for each assignment as well as the General Guidelines for Written Work provided below in the syllabus. I expect you to use these guidelines and any comments provided, to you individually or as general feedback to the class, to improve further drafts and assignments. Please refer to the policies below on Late Assignments and Withdrawal Policy, both of which can have a major impact on student grades and grade point averages.

Grades will be reported on an ongoing basis on the Grades page in D2L. You can adjust your Notifications to receive updates when they are posted. Look for more detailed feedback by returning to Assignments or Quizzes. All percentages above relate to the final grade. If you have questions or concerns about your grades and how they are reported, please contact me.

If you read the materials carefully, complete all assignments in a timely manner, and attend to feedback, it is entirely possible to earn a 4.0 in this course. Based on the general MSU grading scale, the threshold to earn a 4.0 is 94% (rounding up). This shows that you met all requirements for the course and demonstrated that you have met and exceeded the objectives of 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.

94% or above is a 4.0 (A)	<b>Excellent.</b> The student met all requirements for this course, demonstrated their learning to an exceptional degree, and exceeded expectations.
88% to 93% is a 3.5 (A-)	<b>Very Good.</b> The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87% is a 3.0 (B)	<b>Good.</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+)	<b>Adequate.</b> The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75% is a 2.0 (C)	<b>Does not meet expectations.</b> The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

## **CLASS POLICIES AND EXPECTATIONS**

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

As mentioned above, this course consists of 12 modules. In the remaining weeks of the semester after we complete those modules, you will review the course content and share your work with classmates. The weekly due date for this course will always be **Wednesday midnight** (Eastern time). Each week, you will complete a Quiz and you will respond to a prompt in the Discussion forum in D2L. Responding to other students' posts is required and must be completed by **the following Wednesday**. Note that Quizzes and Discussions constitute 30% of the overall course grade. The other 70% is made up of major assignments and the Cumulative Review (final exam).

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

### **2. Instructor-student and student-instructor communication**

Because this class is online, our communication by internet and phone will be very important. For communication that pertains to the whole class, I will use Announcements in D2L and/or Microsoft Teams (see below). For individual communication, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). Please make sure that you check your MSU account regularly (at least every 24 hours). You can email me directly at [poolefre@msu.edu](mailto:poolefre@msu.edu). (See p. 1 or D2L for other contact information.)

***Making Appointments.*** Throughout the semester, office hours are available by appointment. Evening and weekend times can be requested. The default appointment length is 15 minutes. Appointments can take place by phone, but Zoom virtual meetings are preferred. Please strive to make these appointments *at least 24 hours* in advance. You will receive a confirmation and reminders. You can find my bookings page on our D2L Home page.

***Teams and Other Microsoft Office Tools.*** MSU faculty and students have access to a wide array of Microsoft Office tools. In this course, we will use Microsoft Teams for communication and collaboration. We will use the Posts, Files, and other functions in Teams to discuss course issues, share files, and carry out peer review. You may post questions or comments to the Team, which will be visible to everyone in the class, or you can contact me or classmates via one-on-one Chat. Teams is available for download at <http://spartan365.msu.edu>. It is also available as an app for your phone or tablet.

### **3. Late assignments**

You are responsible for handing in all assignments on time. Late assignments will not be accepted unless you request an extension **prior to the due date**. If you realize that you will not be able to complete an assignment on time, you may request an extension. In these cases, I will still deduct a percentage (10% per day by default) from that assignment score.

If you submit an assignment after the due date without prior notice, I reserve the right to refuse acceptance of that assignment entirely. The maximum credit possible in this case is 50% of the assignment grade. Exceptions will be made in cases of documented medical emergencies or natural disasters.

### **4. Withdrawal policy**

If you are enrolled in this course, then I assume that you will be participating in the course and completing

assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the Schedule of Courses ([student.msu.edu](http://student.msu.edu)). For Spring 2022, these are the official deadlines:

- Last day to drop with refund (8:00pm) – **02/01/2024**.
- Last day to drop with no grade reported (8:00pm) – **03/04/2024**.

Further information is available on the Registrar's **Programs & Policies** page: <https://reg.msu.edu/ProgPol.aspx>.

For further guidance on MAFLT Program policies and procedures, see the Handbook: [Links and Downloads](#).

## **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. Guidance on learning academic style and format is provided in each FLT course and in the general program materials. See D2L, our Spartan365 shared files, or this folder in the MAFLT SharePoint files:

**Documents > All Course Resources > [Academic Writing Help](#)**

Templates and worksheets are provided for you for many assignments in this course. When worksheets 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.

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  
WRONG: LastName\_FLT817\_AssignmentTitle.pdf  
RIGHT: **LastName\_FLT817\_AssignmentTitle\_Draft.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. **Citing Sources in All Course Assignments:** When any assignment includes references to published works of any kind, you must use appropriate practices and format to identify the source of that material. In our field, we use the following style guide: *Style Guide of the American Psychological Association* (7<sup>th</sup> Edition). 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](#).

**APA 7<sup>th</sup> Style:** [apastyle.apa.org/style-grammar-guidelines](http://apastyle.apa.org/style-grammar-guidelines)

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 the *APA Style Guide* 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.**

## **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](https://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. 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.