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Office hours: Mon 11am-12pm, Thurs 5 pm, 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

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	FLT 817 Course Schedule – Spring 2024	Error! Bookmark not defined.
	FLT 817 Course Materials (provided in PDF version and as separate file)	

COURSE LINKS

D2L course page: d2l.msu.edu → [FLT 817 Program Dev & Admin](#)
Microsoft Teams site: teams.microsoft.com → [FLT 817 Spring 2024](#)
SharePoint Site: [FLT 817 SS24 Program Dev Admin – Dr. Lanier](#)
Documents shared via SharePoint: [FLT 817 SS24 > All Items](#)

MAFLT PROGRAM LINKS

MAFLT Students SharePoint: michiganstate.sharepoint.com/sites/MAFLT
MAFLT Community in D2L: d2l.msu.edu/d2l/home/115561
MAFLT Public Website: maflt.cal.msu.edu/current-students
Graduate Program Handbook: [\(via MAFLT SharePoint\)](#) > See new resources:
[Appendix B: Policies and Procedures](#)
[Appendix C: Academic Writing](#)
[Appendix D: Technology](#)

1. 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. See FAQs for opening and downloading materials from off campus here: lib.msu.edu/rds/offcampusaccess.

- 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](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](#).

2. 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.

3. 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.

4. 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%	
<p style="text-align: center;">Module Discussions and Tasks</p>	<p>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. Many of the prompts are also designed to provide guidance, encourage reflection, and share progress on the major assignments.</p> <p>In this course, you can expect to see two prompts per module in D2L Discussions. For full credit, participate in both discussions each week by composing a main post and replying to at least one peer. Your main post should offer a detailed, thoughtful statement of about 200-300 words that directly refers to the content of the readings. Your peer replies should also be substantial, personal, and constructive. Write about 50 words per post, by the following module's due date.</p> <p style="text-align: right;">Each module:</p> <p>Main post x 2 = 20 points</p> <p>Peer reply x 2 = 5 points</p>

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 .	5%
Resumé / Curriculum Vitae (CV)	We will also review and revise your 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 Interview Analysis	As a form of data collection for the Program Evaluation Project and as a stimulus for further learning and reflection, students will conduct a series of four interviews. These include individual interviews with fellow teachers, a focus group interview with an existing team of teachers, and an interview with a teacher supervisor. Expectations for interviews and analysis will be negotiated during the course depending on students' current teaching situations, access to other language teachers, and research experience. Details on conducting these interviews, transcribing them, and using qualitative data analysis software to analyze them will be provided during the course. Guidelines and resources are provided via D2L Content > Major Assignments and SharePoint. In Teams, look for the channel: Interview Series and QDA (Qualitative Data Analysis).	
Program Evaluation Project – 25%		
Planning Worksheets Program Evaluation Report Executive Summary	Effective leadership in language teaching programs depends on the ability to identify important features of the program, define its mission and vision, and evaluate whether it is fulfilling that mission effectively. As we will discuss, language programs involve a myriad of different components and stakeholders who all have their own contributions, needs, and challenges regarding the program, the program's context, and language learning in general. The Program Evaluation Project is designed to give you an opportunity to explore and possibly improve a particular, real-world language program; to familiarize you with the process of program evaluation; and to provide experience in the skills and ethics of using qualitative research methods to analyze and evaluate language teaching in context. This project involves describing a program, identifying strengths as well as areas for growth, and making well-supported recommendations for enhancing the program, particularly in the areas of recruitment and retention, curriculum development, and teacher supervision. You will complete this project in stages, with a series of scaffolding steps as you develop the skills involved in reviewing a language program. Also, the Interview Series above serves the dual purpose of informing your development and providing data for the Program Evaluation Project. Though this project is a class assignment, not an official program review, your Executive Summary will support ethics and transparency by sharing your findings and recommendations with the program stakeholders. Guidelines and resources are provided via D2L Content > Major Assignments and SharePoint. In Teams, look for the channel: Program Evaluation Project.	
Foreign Language Excellence Exchange – Virtual Conference – 20%		
Another important component of leadership in language learning and teaching involves sharing your experience and expertise with other aspiring and current teachers. As a graduate of this program, you will be more than qualified to present sessions at teacher-oriented conferences at the state, regional, or national level. The FLEx Virtual Conference that we put on in this course will allow you to experience writing a conference proposal, reviewing others' proposals, preparing a session, and delivering that session in a virtual meeting to a sympathetic audience of your peers and FLT faculty. Themes and topics of your choice should relate closely to your classroom practices and experience, other work you have done in your FLT courses, and your particular areas of interest in the field. Also, we will discuss and develop innovative ways for audiences to participate in your virtual workshops, both synchronously and asynchronously. Participation in the conference is mandatory. If you cannot make arrangements to participate live on the day of the conference, there will be options for participating asynchronously. You can explore prior FLEx Conference schedules and sessions on our website (requires MSU Commons login): flexchange.commons.msu.edu .		

Guidelines and resources are provided via D2L and SharePoint. In Teams, see the channel: FLEx Conference.		
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 Slides and Virtual Session	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.	10%
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%

* See further guidelines on format and length of assignments under Guidelines for Written Work.

5. CLASS POLICIES AND EXPECTATIONS

5.1. 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.

5.2. 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 \(michiganstate.sharepoint.com\)](http://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. Live participation is preferred, but you will be able to access recordings, transcripts, and materials afterward.

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).

Collaboration on Group Assignments. In some cases, you may be asked to collaborate with classmates on a group assignment. For that to work well and serve its purposes, you will need to discuss roles, responsibilities, and the logistics of communicating and collaborating with your group members. I rely on you as adults to do so in a professional manner. If you choose not to collaborate, or if you are not contributing sufficiently to your group, you will be expected to fulfill the project requirements individually, without the benefit of peer input, feedback, and sharing of the workload.

5.3. 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 allocate time to complete weekly tasks and work toward upcoming major assignments.

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. This policy is in place so that I can continue to support and respond to your work and your classmates' work in a timely manner.

In the case of medical emergencies (for you or someone who depends on you), natural disasters, documented equipment failures, and other unforeseen and unpreventable crises, the deduction (10% per day) and the limit on the total number of extensions (2 per semester) can be waived. I am willing and able to help you if you communicate with me promptly.

5.4. 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 Website and Students SharePoint).

5.5. 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.

5.6. 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>.

6. 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.

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.*

7. 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. 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* (7th 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 7th Style: 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.**

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/>.

8. STUDENT SUPPORT RESOURCES FROM THE MAFLT PROGRAM

The MAFLT Program provides extensive resources to help students understand program and university policies, participate fully and effectively in FLT courses, and thrive as graduate students at MSU. Anyone can access these resources on our public website:

- **MAFLT Website:** Information for anyone at MSU or beyond
 - Current Students: <https://maflt.cal.msu.edu/current-students/>
 - Faculty and Staff: <https://maflt.cal.msu.edu/faculty/>
 - Help and FAQs: <https://maflt.cal.msu.edu/faqs/>
 - Projects and Outcomes: <https://maflt.cal.msu.edu/projects/>

The following resources are available to all students in our programs. 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.

- **MAFLT Community site in D2L: Homepage - MAFLT Community (d2l.msu.edu)**
 - Orientation Modules – Review to find guides and links to resources
 - Click Content to access other folders on Experiential Modules, Final Portfolios, 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

- **OneNote notebook** – includes an always-growing collection of advice, resources, answers to FAQs, and links – access via Teams or SharePoint or click here: [MAFLT Students Notebook](#)
- **Documents > All Course Resources** – access shared files relevant to all FLT courses via Teams or SharePoint or click here: [All Course Resources](#)

Most importantly, the policies, procedures, and guidelines that pertain to students in our programs and to all graduate students at MSU are provided in the program handbook, available at the link below and also provided in the shared files for this course:

Foreign Language Teaching Graduate Program Handbook

<https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Program-Handbook.aspx>

As of 2023, the Program Handbook also includes an Appendix that serves as a guide to each of the following topics. You can find each of them at the link above. Please refer to them as you proceed through the semester.

- **Appendix B: FLT Course Policies and Procedures**
- **Appendix C: Academic Writing (including style, format, and avoiding plagiarism)**
- **Appendix D: Technology in FLT Courses**

9. UNIVERSITY POLICIES AND PROCEDURES

In addition to the guidelines and procedures discussed above, all FLT courses are governed by MSU policies and procedures for graduate students. Explanations of these policies and links to the relevant university websites and documents are provided in the Foreign Language Teaching Graduate Program Handbook. The sections below are excerpts from the University Policies and Procedures section of the Handbook, where you can find details under the same headings.

Integrity and Safety in Research and Creative Activities (p. 35-37)

All MSU students are expected to maintain a high standard of conduct and integrity in their academic work and in their interaction with their peers, their faculty, MSU staff, and others they may encounter through MSU activities. Upholding the Spartan Code of Honor should be a priority throughout the program:

The Spartan Code of Honor Academic Pledge

spartanexperiences.msu.edu/about/handbook/spartan-code-of-honor-academic-pledge

As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.

Academic Integrity

Students are expected to follow the University requirements for academic integrity outlined in the document *Guidelines for Integrity in Research and Creative Activities* (see <http://grad.msu.edu/publications/docs/integrityresearch.pdf>).

Procedure for Dealing with Academic Dishonesty

Any graduate student in the MAFLT Program or Certificate at MSU who is discovered to have plagiarized or falsified data will be dismissed from the program. Within the MAFLT Program, the procedures for dealing with academic dishonesty are as follows:

- Any suspected instance of a violation of academic integrity by a graduate student will be reported to the MAFLT Program Director.
- The instructor may give a failing grade to the student on the assignment or for the course.
- Any graduate student in the MAFLT Program who is discovered to have plagiarized or falsified data will be dismissed from the program.

Policies Regarding Security and Privacy of Student Data (p. 37-39)

Institutional Data Policy

As a member of the MSU community, students have access to data about the institution and its members. The University has expectations in terms of how it expects its members to be responsible in handling this data.

<https://tech.msu.edu/about/guidelines-policies/msu-institutional-data-policy/>

Student Life Policies and Resources (p. 39-41)

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 your instructor 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).

Module	Due:	Readings	Assignments
0	1/16	Getting Started	Intro Questionnaire FLEx Conference Brainstorm
1	1/23	The Field of Foreign Language Teaching	Classmate Interview
2	1/30	Excellence in Language Teaching	FLEx Conference Proposal
3	2/6	Program Development	Teaching Philosophy - Revised
4	2/13	Program Evaluation	Program Evaluation Focus and Plan
5	2/20	Teacher Identity and Development	Local Peer Interview & Analysis
6	2/27	Teacher Supervision & Mentoring	Program Evaluation Report Part 1
	3/4 to 3/8	MAFLT Spring Break	
7	3/12	Action Research as Professional Development	Supervisor Interview & Analysis
8	3/19	Curriculum Development	Resume/CV - Updated
9	3/26	Curriculum Implementation and Assessment	Program Team Interview & Analysis
10	4/2	Collaboration and Learning Communities	FLEx Presentation Slides
FLEx Virtual Conference – Friday, April 5, 2025 (to be confirmed)			
11	4/9	Leadership in Language Teaching	Qualitative Data Analysis Summary + Recommendations FLEx Conference Reflections
12	4/16	Innovation and Advocacy	Program Evaluation Report Part 2
Final Projects	4/23	Program Evaluation Report Revisions	Program Evaluation Executive Summary + Peer Review
End of Course	4/26	Final versions of Program Evaluation Report and its Executive Summary submitted by Friday, 4/26.	Submit Revised Final Report and Executive Summary