

Individual Differences and Accessibility in Foreign Language Teaching

1. COURSE READINGS

Below are the **primary** readings for this course that we will read, discuss, and reference most often. Other course readings are listed in the Course Materials section at the end of the syllabus.

All readings for this course are freely available (no cost). You will be able to access course readings in at least one of three ways: (a) in D2L (uploaded or linked there by the instructor), (b) directly through the MSU library or (c) via another website. To access materials from off campus, use your MSU ID to sign into your library account: lib.msu.edu/general/account.

- Blaz, D. (2016). Differentiated instruction: A guide for world language teachers (2nd edition). [Routledge](#).
 - [Stable link to online access from Taylor & Francis](#).
- Hamilton, E. C., Berberi, T., & Sutherland, I. M. (2008). Worlds apart? : disability and foreign language learning. Yale University Press.
 - [Stable link to eBook via MSU database](#).
 - We will read Chapters 1, 4, and 9.
- Scott, S., & Edwards, W. (2018). Disability and world language learning: Inclusive teaching for diverse learners. Rowman & Littlefield.
 - [Stable link to eBook via MSU database](#).

2. COURSE DESCRIPTION

In this course we will explore Individual Differences as traditionally conceived within Second Language Acquisition research (SLA), as well as by broadening the traditional definition to include disability. Why? Because: The number of disabled foreign language learners in both K-12 and university contexts is on the rise and research has shown that disabled students often feel under-supported in their foreign language study (Scott et al, 2014). We will discuss learner differences and touch on the broad range of characteristics and backgrounds foreign language learners bring with them to the language classroom through an assets-based framework, honoring and valuing difference instead of framing difference as a deficit. We will examine how teachers can lessen challenges for learners to equitably address specific needs based on learner differences and increase classroom inclusion. We will navigate policy related to difference in language learning, explore the ways certain pedagogical approaches or classroom activities interact with various learner differences, practice adapting lessons to be more accessible and inclusive, and implement accessibility features and challenges within language learning technology.

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. Individual Differences and Disability as Concepts and Terms: Identify appropriate and

preferred terminology to describe learner differences including Individual Differences (IDs) from the SLA perspective as well as disability.

2. Implications of Individual Differences for Language Learners: Recognize several ways that differences (IDs, disabilities) often manifest in foreign language learning and barriers that are erected for students by learning environments that are not inclusive of difference.
3. Structural and Institutional Treatment of Individual Differences: Explore the legal history behind differences policy and navigate the components of processes resulting from policy (e.g., Individualized Education Plans, 504 plans).
4. Universal Design for Learning and Other Frameworks and Standards: Evaluate the inclusion and accessibility of such course design elements as materials, assessments, activities, technology, etc.
5. Resource Evaluation: Develop a critical stance to evaluate instructional resources in terms of asset v. deficit frameworks and their appropriateness for the learning context and student needs.
6. Planning for Differentiation in the Language Classroom: Critically examine the needs of the learner, context, and other stakeholders, evaluate and select materials, and apply accommodations or adaptations or differentiation to an existing lesson plan to reduce barriers for students with various needs and increase inclusivity in lessons.
7. **Advocacy:** Identify, describe, and respond to issues facing the field of foreign language teaching today and respond thoughtfully to those issues.

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
Concept Engagement – 40%	
	<p data-bbox="448 1451 1268 1514">This component of assessment addresses all of the course objectives over the duration of the course.</p> <p data-bbox="448 1549 1268 1808">The discussions and reflections 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 tasks 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>
40%	

<p align="center">Module Discussions -15%</p>	<p>In this course, you can expect to see one discussion prompt per module in D2L “Discussions.” For full credit, participate in each week’s discussion 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>Every other week!</p> <p>Main post = 10 points</p> <p>Peer reply = 5 points</p>
<p>Critical Reflections -20%</p>	<p>Critical reflections are used for a similar but deeper purpose than the “discussions” described above are used. The difference between the critical reflections and the “discussions” is in format but also in depth. With “discussions” you are expected to use the D2L discussion post platform to give text-based responses to the prompt and to classmates’ replies. The critical reflections in this course are an example of an Open-Format Assignment which does not bind you to any particular modality or format to your critical reflection. You will be provided with more information about what this assignment looks like as well as a rubric to guide the depth of your critical response.</p> <p>If you’re interested to know how I came up with the idea of open format assignments and why I think they’re useful, you can read more about it in this article I wrote with a colleague: https://fltmag.com/assessment-open-format/. (There’s a section of the article dedicated to brainstorming how to use this type of assignment with language learners that you might find helpful for your own language classes!)</p>	<p>Every other week!</p> <p>20 points each</p>
<p>Resource Review – 15%</p>		
	<p>This assignment addresses primarily course objective #5, and touches on others also.</p> <p>You will be asked to choose a differentiation resource or accessibility resource, like a book or a database or repository (not just a single webpage). We will decide together if the resource you choose is substantial enough for a thoughtful and critical review. You will be asked to review the usefulness of that resource in relation to your teaching context and the needs of your students.</p> <p>As an example, I will provide a book review that I wrote and published myself as a student. Your work does not need to look exactly like mine, but sometimes it is helpful to see an example that concretely demonstrates some of the assignment expectations.</p> <p>Book I reviewed: Konyndyk, I. B., & Snyder, L. S. (2011). <i>Foreign languages for everyone: How I learned to teach second languages to students with learning disabilities</i>. Edenridge Press.</p> <p>My review: Cornell, C. (2022). <i>Foreign Languages for Everyone: How I Learned to Teach Second Languages to Students with Learning Disabilities</i> https://doi.org/10.1002/tesj.634 Link via MSU library.</p>	

Teacher Training Presentation – 20%	
	<p>This assignment addresses primarily course objectives #4 and #6, among others.</p> <p>You will prepare a 10-minute training video demonstrating for our class (and perhaps a wider audience, but we will discuss that option) how to adapt or differentiate an activity, material, or assessment to be more inclusive. Because we often have to adapt for more than one need at a time, I will ask that you attend to at least two Individual Differences or needs based on accessibility concerns as part of your adaptation/differentiation presentation.</p>
Inclusion Evaluation – 25%	
<p>Checklist evaluation</p> <p>Evaluation Report</p>	<p>This assignment addresses primarily course objectives #4 and #6, among others.</p> <p>You will evaluate the overall inclusion of a portion of a language course you have taught. For example, you could evaluate the course design as embodied in a syllabus. You could evaluate a large assessment used in the course. You could even evaluate a single task or activity <i>if</i> it has enough parts to merit a lot of commentary. We will decide together if the course component you choose is substantial enough for a profound evaluation.</p> <p>In order to complete this evaluation, you will be provided with various inclusion checklists to choose from. You will first evaluate the course component you have chosen to evaluate using an appropriate checklist (we will decide together what works best for your purposes). Then, you will write a detailed report of approximately 5 pages describing how inclusive the course component is and where there might be room for improvement (and why that improvement is important for differentiation or accessibility).</p>

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

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

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

Individual Communication via D2L, Teams, and Email: When I send email to you, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). We do NOT use the internal email tool in D2L. 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. 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 take place virtually. In order to make an appointment, please send me an email.

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 (work that propels you through the core assignments), 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.

Each instructor has their own policy on accepting late work. Often, the decisions we make about this are related to our own bandwidth and energy levels during the term of the course, which is important to make sure you're getting timely feedback when you need it prior to the next assignment and in time for the submission of final grades, etc.

I would like to remain flexible on the concept of late work, and here's why:

Inflexibility and a preoccupation with certain types of rigor affect disabled students disproportionately (you can read more about that in this article in the [Chronicle of Higher Education \(free access through MSU\)](#). It's important to focus on the course objectives as much as possible; I try not to assess skills outside of the scope of those objectives.

Similarly, I would like to refrain from penalizing late work (I.e., not deducting points from late work). Let's try this and see how it goes.

Of course our work together in this course will run smoothly the more communicable we can be with each other. The more notice you can give me about any difficulty you're having, the better. However, life does not always give us a lot of notice when things change, so I understand giving me a lot of notice is not always possible. It will still be important to communicate with me as soon as you have information that is helpful to share, even if it's after a deadline, etc.

My limit on flexibility is this: as long as you submit work 1 week before the next assignment is due, I can work to get you feedback before we all move on to the next assessment cycle.

If this extreme flexibility isn't working out or is not making me an effective instructor for you this term, then we may have to revisit this policy together over the course of the term.

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).

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. TECHNOLOGY IN FLT COURSES

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

7.2 D2L Online Learning Management System

This online course is managed through Michigan State University's current learning management system, D2L. Log in at d2l.msu.edu using your MSU NetID and password. In a fully online course like this one, our D2L page is essentially our classroom. This page is used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes in some courses, reporting grades, and more. D2L runs well in most browsers and works on mobile devices. Note that you can set up various alerts in D2L (click your name in the top right corner and choose Notifications) that will send a message to your email and/or phone when you have new items, upcoming due dates, and so on.

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

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

7.3 Spartan365 / Office 365 Apps in FLT Courses

In addition to D2L, we rely on several apps in [the Microsoft Office suite](#).

- **Learn about Spartan365 Collaborative Tools:** <https://tech.msu.edu/technology/collaborative-tools/spartan365/>
- **Spartan365 Guides** in the MAFLT Students Notebook: [Spartan365 Guides](#)
- **Microsoft Support** for specific apps: <https://support.microsoft.com/en-us/microsoft-365>
 - [OneDrive](#) – cloud storage for your files.
 - [Teams](#) – all FLT courses have a class Team for communication and collaboration.
 - [Outlook](#) – manage your SpartanMail account
 - [OneNote](#) and Class Notebooks – take notes, gather resources, collaborate on projects, etc.
- **SpartanMail** – <http://spartanmail.msu.edu> – This email account is the most important way that MAFLT instructors communicate with students. We recommend using Outlook for MSU email.
- **Calendar in Outlook and Teams** - Access the Calendar app via Outlook or Teams. Scheduled appointments with me or meetings for this course will appear there. Useful tips:
 - How to: [Subscribe to your Google Calendar from Outlook](#).
 - How to: [Share free/busy times with other people at MSU](#).

7.4 MSU Technology Resources

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

- **MSU Instructional Technology Support:** <https://tech.msu.edu/support/help/>.
- **MSU IT Training:** spartanslearn.msu.edu and remote.msu.edu/learning.
- **MSU Library > Distance Learning Services:** <https://lib.msu.edu/dls/> - contact info for the Discovery Services help desk. You can also email them at reachout@msu.edu. Also Library Guide below.
- **Kaltura MediaSpace** – <http://mediaspace.msu.edu> – Allows faculty and students to create, upload, and share videos. MediaSpace also provides tools for recording presentations.
- **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.
- **Zoom** – msu.zoom.us – Video conferencing software – accounts for all faculty and students.
- **MSU Commons and CORE Repository:** <https://commons.msu.edu> > [Getting Started](#)

QUICK LINKS: [Technology in FLT Courses](#) | [MAFLTutorials Hub](#)

8. RECOMMENDED ACADEMIC AND PROFESSIONAL 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.

8.1 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: <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/showcase/>
- **MAFLT Community site in D2L: [Homepage - MAFLT Community \(msu.edu\)](#)**
 - 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](#)

8.2 Language Teaching Links and Resources

See: [MAFLT SharePoint > MAFLT Resource Lists](#) page or this folder: [External Links](#)

- 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>
- NCOLCTL | National Council of Less-Commonly-Taught Languages: <https://www.ncolctl.org>
- NLRC | National LCTL Resource Center – this is the federally-funded Language Resource Center housed at MSU. Learn about this and other centers here: <https://nlrc.msu.edu/language-resource-centers/>
- Coalition of Community-Based Heritage Language Schools: <https://heritagelanguageschools.org>
- TELL Project | Teaching Excellence for Language Learning – <http://www.tellproject.org>.
- Modern Language Association Language Map: http://www.mla.org/map_main
- Many more organizations and resources are listed in the MAFLT External Links lists and here: https://padlet.com/LanierPedPad/advocacy_maflt.

8.3 MAFLT Library Guide and Other MSU Library Resources

The MAFLT Program has a specifically designed [MAFLT Library Research Guide](#) created by our liaison librarian, Stephanie Perentesis. 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. You are welcome to contact Stephanie Perentesis for assistance at perente1@msu.edu. She will be glad to guide your exploration of library resources, but she is not a writing tutor and cannot comment on content. As a courtesy to her, attach the Assignment Guidelines when you ask for help.

- **MAFLT Library Guide:** <http://libguides.lib.msu.edu/maflt> > Books, Articles, Citing Sources
- **Your MSU Library Account:** <https://lib.msu.edu/general/account/>
- **Ask a Librarian:** <https://lib.msu.edu/contact/askalib/>
- **Guide to Ebooks:** libguides.lib.msu.edu/ebooks – access, read, and download from ebooks
- **Citation Management Software** > Options include [Zotero](#), [EndNote](#), [Mendeley](#), and more. See: [Comparing Citation Management Programs](#).

8.4 Academic Writing and Research

See: [MAFLT SharePoint > Documents > All Course Resources > Academic Writing Help](#)

- MSU Writing Center: <https://writing.msu.edu/about/resources/> > Online appointments available

- Citation Style > APA Style Guide, 7th edition (2020)
 - About APA Style: <https://apastyle.apa.org/>
 - APA Style and Grammar Guidelines: <https://apastyle.apa.org/style-grammar-guidelines>
 - MSU Library Guide to APA 7th style: <https://libguides.lib.msu.edu/apa7th>
 - OWL at Purdue > APA Guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/
- Google Scholar: <http://scholar.google.com/> - Instructions in the MAFLT Library Guide for connecting to MSU Library resources from Google Scholar.
- Citation Management Software:
- MSU Office of Research and Innovation: <https://research.msu.edu/student-research>
- MSU Office of Research Regulatory Support > Training: <https://orrs.msu.edu/train/>
- English as a Second Language for Graduate Students:
 - MSU English Language Center: <https://elc.msu.edu/>
 - OWL at Purdue ESL > Multilingual Students Guide: https://owl.purdue.edu/owl/multilingual/multilingual_students/

9. 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 (<https://maflt.cal.msu.edu/current-student-resources/>) for each written assignment.

In many cases, you will submit more than one draft 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). I give feedback via the

comments function in Word, so it's important to start off in the right format for that. Please 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.

Not helpful:	AssignmentTitle_LastName.docx
Not helpful:	FLT841_AssignmentTitle.docx
Not helpful:	LastName_FLT841_AssignmentTitle.pdf
Very helpful:	LastName_FLT841_AssignmentTitle_Draft.docx

4. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder unless explicitly stated otherwise. If you are having technical difficulty, contact the Help Desk to resolve it and email me so that I know you are having trouble and can give you other options for submitting until the difficulty is resolved.

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. Rather than deducting points if the length is more than 10% above or below the limit, I will send it back to you one time only so that you may fix it and then I will review your work (not before). 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, it's important to make an effort to observe appropriate citation practices in **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 respect each others' time and effort. 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/>.

10. 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), not exclusively via email. Second, if you and your instructor are unable to resolve the dispute, you may contact the MAFLT Program Director.

11. 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

MSU (and MAFLT) statement on accessibility:

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>.

Instructor statement on support:

If you do not have a VISA but need accommodation, I hope you feel comfortable letting me know. I do not prescribe to definitions of “reasonable” when it comes to accommodations: I am committed to believing your understanding of your needs because you are the expert on them. I may not already know how best to support you and I may not be very skilled or quick at implementing better accessibility, but I view it as my responsibility to try to do what I can to support you well in this course.

Counseling and Psychological Services (CAPS)

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

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

Use of Materials from the Course

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

- **Use of instructional materials:** Students may use course materials including videos, lecture slides, and readings **only** for their own course-related purposes.
- **Sharing of instructional materials and recordings:** Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions.

Evaluations of Courses and Instructors

SIRS System: Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online

SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at <http://sirsonline.msu.edu>.

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

COURSE MATERIALS > REFERENCE LIST FOR READINGS AND RESOURCES

Main Course Textbooks

- Blaz, D. (2016). Differentiated instruction: A guide for world language teachers (2nd edition). [Routledge](#).
 - [Stable link to online access from Taylor & Francis](#).
- Hamilton, E. C., Berberi, T., & Sutherland, I. M. (2008). Worlds apart? : disability and foreign language learning. Yale University Press.
 - [Stable link to eBook via MSU database](#).
 - We will read Chapters 1, 4, and 9.
- Scott, S., & Edwards, W. (2018). Disability and world language learning: Inclusive teaching for diverse learners. Rowman & Littlefield.
 - [Stable link to eBook via MSU database](#).

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

Additional Readings

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

Baggett, H. (2022). 2 What Tension? Exploring a Pedagogy of Possibility in World Language Classrooms. *Transforming World Language Teaching and Teacher Education for Equity and Justice: Pushing Boundaries in US Contexts*, 103, 2.

Berberi, T., Hamilton, E. C., & Sutherland, I. M. (Eds.). (2008). *Worlds apart?: disability and foreign language learning*. Yale University Press. (Chapters 1, 4, and 9).

Blaz, D. (2016). *Differentiated instruction: A guide for world language teachers* (2nd edition). Routledge.

CAST (2018). *Universal Design for Learning Guidelines version 2.2*. <http://udlguidelines.cast.org>

Cornell, C. (2020). *Accessibility Essentials in Online Language Teaching*. *FLTmag*.
<https://fltmag.com/accessibility-essentials-in-online-language-teaching/>

Csizér, K., Kormos, J., & Sarkadi, A. (2010). The dynamics of language learning attitudes and motivation: Lessons from an interview study of dyslexic language learners. *The Modern Language Journal*, 94(3), 470-487.
<https://doi.org/10.1111/j.1540-4781.2010.01054.x>

Garrity, M., McGlowan, T., Chen, S., Wall, J., Alonso, M. R., Mia, L., ... & Caldwell-Harris, C. (2018). Adults with autism discuss their experiences of foreign language learning: an exploration of the "different strategies" hypothesis [Poster presentation]. Annual Meeting of the New England Psychological Association, Worcester, MA. https://nepso.org/wp-content/uploads/2019/12/final_copy_of_the_2018_nepa_program.pdf

Hildebrandt (2020) *Universal Design for Instruction: Inclusive Teaching Practices for the World Language Classroom*.

Leons, E., Herbert, C., & Gobbo, K. (2009). Students with learning disabilities and AD/HD in the foreign language classroom: Supporting students and instructors. *Foreign Language Annals*, 42(1), 42-54.

Li, S. (2022). Working memory and second language learning: a critical and synthetic review. *The Routledge handbook of second language acquisition and psycholinguistics*, 348-360.

Peker, H., & Regalla, M. (2021). Making exemption the exception, not the rule: Inclusion of all students in foreign language education. *Foreign Language Annals*, 54(1), 73-90.

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

Scott, S. S., Hildebrandt, S. A., & Edwards, W. A. (2014). Second language learning as perceived by students with disabilities. *AAUSC 2013 Volume-Issues in Language Program Direction*, 171.

Scott, S., & Edwards, W. (2019). *Disability and world language learning: Inclusive teaching for diverse learners*. Rowman & Littlefield.

Thurber, A., & Bandy, J. (2018). *Creating Accessible Learning Environments*. Vanderbilt University Center for

Teaching. Retrieved from <http://cft.vanderbilt.edu/guides-sub-pages/creating-accessible-learning-environments/>

Veal, P. (2016). Differentiation and Accommodations: Buffet Style Learning. FLTMag. <https://fltmag.com/differentiation-accommodations-world-language-classroom/>

Wight, M. C. S. (2015). Students with learning disabilities in the foreign language learning environment and the practice of exemption. *Foreign Language Annals*, 48(1), 39-55.

Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheuses et chercheurs en education*, 1(1).