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Course site: [d2l.msu.edu](http://d2l.msu.edu) ⑦ FLT 841 Special Topics – Fall 2022  
Program site: [maflt.cal.msu.edu](http://maflt.cal.msu.edu)  
Office hours: By appointment (see Class Policies #2)

## COURSE READINGS

### Required textbooks:

- Meyerhoff, M. 2019. *Introducing Sociolinguistics*. London: Routledge.
- Wardhaugh, R., & Fuller, J. M. (2015). *Intro to sociolinguistics* (7th ed.). Malden, MA: Wiley-Blackwell.
- Hornberger, N. H., & McKay, S. L. (Eds.). (2010). *Sociolinguistics and language education*. Buffalo, NY: Multilingual Matters.

All three textbooks for the course are available to MSU students as **ebooks** at no additional cost. You may purchase print copies if you wish, but they are not necessary. Additional readings will be available through our course page on MSU's online learning management system, D2L (<http://d2l.msu.edu>), or directly through the MSU library. See the **Course Materials** list below and on D2L for further information.

## COURSE DESCRIPTION

What does it really mean to speak a language fluently? In order to become fully competent in an additional language, learners must not only gain mastery of the grammatical system and vocabulary of the target language but also learn to use the language appropriately and effectively in various contexts and with various people. They must develop communicative competence, which involves mastery of the sociolinguistic, pragmatic, discourse features of the language as well as strategic competence for managing bilingual and multilingual encounters. If we intend to teach language communicatively, then we must understand that language itself is “inseparable from individual identity and social behavior. Not only does language define a community; a community, in turn, defines the forms and uses of language” (Savignon, 2007, p. 217). The field of sociolinguistics explores these forms, uses, and communities. This course, then, seeks to provide current and aspiring language teachers with the tools to understand and address the needs of language learners as they relate to sociolinguistic competence. We will cover language variation and change, the use of language to define individual identities and group membership, and the influence of power and policies on languages themselves and their users. In addition, we will explore the sociolinguistic features of the languages that we teach, develop pedagogical approaches that take these features into account, especially in the teaching of spoken language skills, and consider the impact of policy and power on our learners and their use of the language.

## COURSE OBJECTIVES

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

1. Identify, describe, and analyze the sociolinguistic features of their target languages;
2. Recognize types and causes of language variation and change and take this variation into account in their pedagogical decisions;
3. Consider the impact of language ideologies and policies on our learners and other speakers of the target language;

4. Design effective activities and lessons for the teaching of spoken language, including fluency, pronunciation, and discourse;
5. Explore and analyze classroom language use, including strategies and code-switching; and
6. Present well-articulated and well-supported arguments for language policies that will support learners and users of the target language in the future.

## COURSE REQUIREMENTS

The following table provides a summary of the tasks and assignments for this course. You will also receive a Guidelines document via D2L pertaining to each major task.

Tasks	Weight	Due Date
<b>Discussions and Tasks</b>		
Each week, read the D2L Discussion prompts and respond in about 200 words per prompt. Typically, there will be two discussion prompts. One will ask you to reflect on the week's readings, and the other will describe a task that should encourage you to think about and investigate the applications and implications of that content more deeply. In order to receive full points for the module discussion, participate in <i>each prompt</i> by submitting a primary post and replying substantially to at least one of your classmate's posts. Responses must be completed in the following week. Each post is worth 15 points. 10 Points for original posts, and 5 points for your responses to your peers.	180 points	Due every week  Main posts by Tuesday at midnight  Response posts by end of following module
<b>Reading Guides</b>		
<b>Reading guides:</b> Each week, you will receive guided reading questions for the assigned readings. These are designed to help you read carefully and think critically about the content of these texts. You will work in groups to complete the reading guides for a given module. More details will be provided on how to complete reading guides in D2L.	180 points	Due Every Tuesday at Midnight.
<b>Language Variation Presentation</b>		
The patterns of sociolinguistic variation occur in every language to some extent, but every language has its own sociolinguistic features. For this task, you will investigate patterns of variation in your target language. Locate at least two scholarly sources (and other sources, if you wish) that discuss different varieties of your target language and prepare a slide show that serves to inform the viewer about variation in your target language. Then, record a narrated video of your slide show (8-10 minutes in length) in which you demonstrate or include sound clips to demonstrate at least two different varieties. Regional or geographic variation will probably be the easiest to identify (e.g., Parisian, Quebecois, and Moroccan French), but you may also learn about and discuss socioeconomic, racial, gender, and other forms of variation. Submit your slide show to D2L and your video to the D2L Discussion. For full credit, view and respond to at least 2 of your peers' presentations.	100 points  30 points	Video presentation (slides with narration) due Module 3  Complete peer responses Module 4
<b>Lesson Plan – Sociolinguistic &amp; Pragmatic Competence</b>		
In this course you will expand your ability to teach sociolinguistic and pragmatic competence to learners. Design a lesson plan that demonstrates how you believe that at least one of these aspects of communicative competence can and should be taught. Use the provided template, and focus on the learners you expect to teach. In addition to the submitting the plan itself, write a rationale of about 500 words in which you explain how this lesson is intended to develop sociolinguistic or pragmatic competence	150 points	Lesson plan & rationale due Module 6

and why this procedure should be effective in helping them achieve those objectives. Ideally, take a task-based approach in this lesson.		
<b>Classroom Language Analysis</b>		
Language classrooms have their own patterns of language use. Most involve bilingual practices to some extent, though they may be monolingual. They also involve a range of types of interactions, efforts to establish identities and social groups, and efforts to comply with or resist the teacher’s expectations. This task is intended to help you listen closely to the way that language is actually used in your classroom and try out some of the research methods that sociolinguists might use for discourse analysis. Record at least 30 minutes of classroom activity, and then analyze it for patterns you notice. Write a report of about 750 words in which you discuss general patterns and specific moments in the interaction. Include transcribed examples of talk as needed. Refer to course readings to support your analysis and description.	130 points  30 points	Report due Module 9  Also submit transcript of recorded classroom talk (at least 2 pages)
<b>Language Policy, Planning, &amp; Pedagogy Paper</b>		
The final task for this course is a paper on issues in language policy and planning. The topic of your paper may relate to your target language specifically or to the learning, teaching, and use of foreign languages in general. Begin by searching news articles or blog posts to identify a controversial issue in language policy, planning, or pedagogy related to sociolinguistics, including regional varieties, social variation, bias, or language change. For example, you might read about efforts to suppress a language variety, efforts to maintain or promote a variety, support for more multilingual or multidialectal policies, or discrimination against groups based on the variety they use. You might discuss standard language ideology, educational policies, heritage language learners, the impact of immigration patterns, or other topics relevant to sociolinguistics. In your paper, you will state a position concerning the controversy you have identified and use scholarly sources in order to describe the controversy and support your position. Then you will argue for appropriate steps that should be taken to address the issues you have identified and described. Use scholarly articles, books and book chapters, general news articles, and other sources from this course and from the MSU Library. Your paper should be about 10 pages in length (2500 words) and must make use of at least 10 sources, of which at least 6 must be substantial scholarly sources.	30 points  50 points  120 points	Submit selected news or blog article and proposed topic Module 7  Outline and reference list due Module 11  Final version due by 5 p.m. Friday, Dec. 15
Total Points	1000 points	

## 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. In general, if you follow the guidelines and fulfill them sufficiently, you can expect to earn a 3.5 or 4.0 on every assignment. Grades will be reported continuously in D2L.

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% are a 3.5, 82% to 87% are a 3.0, etc.

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 93.9% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87.9% 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 81.9% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75.9% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

**Grade adjustments:** At the end of the semester, two low or missing grades from the discussion category will be dropped from your final grade. I also 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. Extra credit assignments may be available to the class but will not be created for individual students.

## COURSE EXPECTATIONS AND POLICIES

### 1. Course modules and weekly activities

As mentioned above, this course consists of 12 modules. Each module will become available by the end of the day on **Tuesday** of the current week. Weekly assignments will be due on the following **Tuesday**. Default time for due dates is always **midnight** (specifically, for technical reasons, 11:59 p.m. Eastern U.S. time). You will also work on and submit final assignments at the end of the semester (see Course Requirements below).

Many online courses allow students to complete tasks at their own pace, as long as the requirements are completed by the end of the semester. In the MAFLT program, however, courses rely on regular and consistent participation. It is recommended that you set aside **an average of 6 hours per module** (weekly readings, videos, and tasks) and then allow an **additional 6-12 hours** for each **major assignment**. Your workload will vary depending on what is due in a given week. Consider the course schedule early and often and plan accordingly so that you can complete your tasks on time.

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

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

**Making Appointments:** Throughout the semester, office hours are available by appointment. Evening and weekend times can be requested. You do not need to make an appointment for a brief phone call. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, please email me or use my bookings page on the D2L course.

**Joining Virtual Meetings.** We will make use of a virtual meeting tool called 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. I will provide zoom information upon confirming a meeting date and time.

### 3. General requirements for written work

a. **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.

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

By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses. In the top left corner of the first page, always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title. For example:

Ima Nay Student FLT 841 – Dr. Poole October, 2022
Assignment Title (Draft)

c. **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. Please keep in mind that I have many students in multiple courses, and you want me to be able to easily identify your work.

- |        |   |                      |
|--------|---|----------------------|
| WRONG: | ImaNayStudent_Paper1.docx                             | (vague)              |
| WRONG: | FLT841_ClassroomLanguageAnalysis.docx                 | (no name or draft #) |
| RIGHT: | <b>LastName_FLT841_ClassroomLanguageAnalysis.docx</b> |                      |

d. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder (formerly Dropbox) 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 **Teams**.

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.

e. **Citations:** When your written assignment includes references to published works of any kind, use APA format to cite the original source. You can find examples in the reference list at the end of the syllabus, and you will find further resources listed below, on our D2L page, and on our MAFLT Library Guide. While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism below in the University Policies section. Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.

f. **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 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 will 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 also seek assistance with planning, revising, and proofreading your assignments from the **MSU Writing Center**. Schedule Online Consulting here: <http://writing.msu.edu/locations/online/>.

#### 4. Late assignments

You are responsible for handing in all assignments on time. Late assignments will not be accepted unless you request an extension **prior to the due date**. If you realize that you will not be able to complete an assignment on time, you may request an extension. In these cases, I may still deduct a percentage (e.g., 10%) from that assignment score. However, if you submit an assignment after the due date without prior notice, I reserve the right to refuse acceptance of that assignment entirely and give a grade of zero. Extensions will be limited

to one module task and one major assignment per semester.

## 5. Withdrawal policy

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

- Last day to drop with refund (8:00pm) – 9/16/2023.
- Last day to drop with no grade reported (8:00pm) – 10/16/2023.

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

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

## ACADEMIC INTEGRITY GUIDELINES AND POLICIES

### **Expectations for Academic Integrity at Michigan State University**

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

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

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

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

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

### **Implications for Academic Integrity in MAFLT Course Assignments**

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

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

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

### **Disagreements and Appeals**

If at some point during or after this course you have a dispute with an instructor about a grade, the application of a policy, or another aspect of the course, you should take the following steps: First, discuss the issue with your instructor in a live meeting (virtual or in person), not exclusively via email. Second, if you and your instructor are unable to resolve the dispute, you may contact the MAFLT Program Director Amanda Lanier at [alanier@msu.edu](mailto:alanier@msu.edu).

## **OTHER UNIVERSITY POLICIES AND RESOURCES**

### **Together We Will**

The university hub for information about COVID-19 and the impact of the pandemic on learning and teaching is the [Together We Will website](#). This website will continue to be updated with news, guidance, and resources. For additional resources pertaining to learning and teaching remotely, see: <https://remote.msu.edu>. For support relating to the mental and emotional impact of the current circumstances, see below for information about MSU Counseling and Psychiatric Services available to online and off-campus students.

### **Inclusion and Intercultural Initiatives**

**Required Training:** As of 2021, MSU released a new [Diversity, Equity and Inclusion \(DEI\) Plan](#): As President Stanley recently announced, "The plan was designed as a framework of recommendations to improve the culture around DEI and to work with our strategic planning efforts." All members of the MSU community are required to complete DEI training. You will receive notifications via email and the Student Information System about this training.

**Further Opportunities:** The Office of Inclusion and Intercultural Initiatives offers a wide variety of resources that apply to MSU units and instructors and may also be useful to you as an educator. You can access those resources here: [Diversity and Inclusion Opportunities](#).



## **MSU Religious Observance Policy**

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. If you wish to request accommodations such as an adjustment of due dates on course assignments due to a religious holiday or event, you are expected to contact your instructor in advance to make arrangements in advance. Please visit: <http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp>).

## **Disability Accommodation Requests**

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://www.rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: <http://www.rcpd.msu.edu/Awareness/Home>.

## **Counseling and Psychological Services (CAPS)**

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

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

## **Use of Materials from the Course**

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

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

## **Evaluations of Courses and Instructors**

**SIRS System:** Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the

SIRS system at <http://sirsonline.msu.edu>.

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

**PLEASE NOTE:** *This syllabus is subject to change at the instructor's discretion. No changes will be made to the values of the major course requirements in final grade calculation or the major objectives of the course. Other changes will be announced via D2L and the online syllabus will be updated.*