



Michigan State University
FLT 841 – Section 730 – Online
Special Topics: Literacy in a Foreign Language

Course Syllabus
Spring 2024

Instructor: Dr. Bruna Sommer-Farias
Email: This course: fariasbr@msu.edu | Program questions: maflt@cal.msu.edu
Office hours: By appointment (see Class Policies #2)
Appointment site: Schedule individual times at least 24 hours in advance via chat message in Teams

Course links: D2L course page: d2l.msu.edu → FLT 841 L2 Literacy
Microsoft Teams site: teams.microsoft.com → FLT 841 (look for our class logo)

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Course Readings

Required:

- Paesani, K., & Menke, M. (2023). *Literacies in language education: A guide for teachers and teacher educators*. Georgetown University Press.
<https://press.georgetown.edu/Book/Literacies-in-Language-Education-1>
- Tardy, C. M. (2019). *Genre-based writing: What every ESL teacher needs to know*. University of Michigan. <https://press.umich.edu/Books/G/Genre-Based-Writing>

Additional readings will be available directly through the MSU library or through our course page on D2L (<https://d2l.msu.edu/d2l/home/908254>). A detailed reference list is provided at the end of the syllabus in APA format.

COURSE DESCRIPTION

Although literacy has traditionally been defined as the ability to read and write, as separate linguistic and cognitive processes, the second half of the 1990s has witnessed a shift to viewing reading and writing as interconnected communicative modes that are inseparable from specific cultural and textual schema. Drawing on sociocultural perspectives of literacy, this course includes readings from the fields of composition studies and foreign language education to engage the student in discussions around the major concepts of literacy, multiliteracies and genre as well as how to operationalize these concepts into pedagogical practices in world language classes. The readings and projects will prepare the student to create literacy-oriented lessons to both leverage students' existent literacies and develop biliteracy in their additional languages. The assignments and projects also aim to foster metacognitive awareness of students' own biliteracy practices to promote opportunities for experimentation with strategies for multi- and cross-lingual writing considering the theories discussed in class.

COURSE OBJECTIVES

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

1. Recognize, discuss, and explain the concepts of literacy and literacy practices as a foundation for the teaching of reading and writing as integrated skills situated for different audiences.
2. Investigate genre conventions through observation and analysis using the frameworks studied in the course to design materials and plan classroom instruction.
3. Create activities and lessons that increase students' abilities in comprehending and producing written, oral and multimodal genres.
4. Develop awareness of one's own biliteracy practices via experimentation with strategies for multi- and cross-lingual writing considering the theories discussed in readings and class discussion.

COURSE REQUIREMENTS

The following table summarizes the 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 Monday of the specified week unless otherwise noted.

| Tasks | | Weight | Due Date Monday by midnight |
|---|---|--------|--|
| Comprehension and Reflective Tasks | | | |
| Online Discussions | <p>D2L Discussion Forum</p> <p>Each week I will provide you with discussion prompts focusing on the readings for the week and/or a task related to the topic of the current module. Your postings will be assessed on the depth of your response to the prompt and your accurate and thorough use of the material you have read that week to support your ideas. To receive full credit, you must post a response to each prompt for the week (each thread) AND respond to at least two classmates in each thread. The tasks will comprise application of methods and strategies discussed in the textbooks and articles.</p> | 20% | <p>Every week</p> <p>Initial posts – by midnight Monday</p> <p>Response posts – by following module due date</p> |
| Biliteracy Journal | <p>D2L – Upload to Assignments</p> <p>In a journal format, you will respond to prompts that will give you the opportunity to experience the potential of reflective journals for one's own learning process. Prompts will invite you to read and write in the world language(s) you teach or aim to teach to experiment with methods to support the development of your own biliteracy practices as well as serve a way to support informed choices for your own practices when teaching for literacy. These prompts include experimenting with translation tools and keeping a bilingual glossary.</p> | 20% | Modules 1, 2, 8, 9 (subject to change) |
| Application Tasks | | | |
| The FLLITE project | <p>D2L – upload to Assignments</p> <p>This assignment provides practice in creating literacy-based lessons using creative and accessible authentic texts for FL learners. Based on lessons of your choice shared in the FLLITE archive, design one lesson involving genre, narrative, theme, symbolic, or other types of play for use in a teaching context that is relevant to you. Submit a plan and rationale using the provided template and any images, links, handouts, rubrics, or other materials needed in</p> | 20% | <p>FLLITE Lesson draft: Module 7</p> <p>FLLITE Lesson final: Final week</p> |

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| | order to conduct the lesson. These designs should also incorporate communicative and task-based principles taught in FLT 807 Methods and other FLT courses. You are encouraged to submit your lesson to be included in the FLLITE archive. | | |
| Investigative and Application Tasks | | | |
| The Unfamiliar Genre Project | D2L – Upload to Assignments The purpose of this project is for you to practice the skills necessary to investigate and analyze an unfamiliar genre and use that analysis as the basis for teaching decisions. This project will involve selecting one genre that is unfamiliar to you in your TL and investigate the formal, rhetorical and content features of the genre as well as its production process. You will collect genre samples, analyze them for conventional and variation features, including appropriateness for specific audiences. You will write this unfamiliar genre and reflect about the writing process. You will then create pedagogical materials informed by your investigative and reflective experience addressing a specific student population. A substantial portion of your grade for this project will be based on participation in an ongoing drafting process since this project will be completed in multiple stages. Further guidance will be provided throughout the course. | 20% | Project Proposal due Module 3 Genre Analysis due Module 5 Instructional Unit Module 11 |
| Poster & Poster Presentation | Based on the investigation conducted in your Unfamiliar Genre Project and the materials you created, design a poster, and record a 3-minute poster presentation to showcase your project. A template will be provided. The poster and presentation may be hosted in a collaborative site. | 20% | 10% Poster 10% Poster Presentation Module 12 |

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.

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. |

CLASS POLICIES AND EXPECTATIONS

1. Course modules and weekly activities

As mentioned above, this course consists of 12 modules. In the remaining weeks of the semester after we complete those modules, you will review the course content, share your work with classmates, and complete your investigative projects. The weekly due date for this course will always be **Thursday midnight** (Eastern time, or in your time zone if later). 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 Thursday**. Note that weekly tasks constitute 30% of the overall course grade. Larger assignments will be due every even-numbered module.

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

2. Instructor-student and student-instructor communication

Because this class is online, our communication by internet will be very important. For communication that pertains to the whole class, I will use your MSU email address and the Announcements in D2L. For individual communication, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). My preferred mode of communication is Microsoft Teams private chat, so please make sure that you check your MSU account and Teams regularly (at least every 24 hours). You can email me directly at fariasbr@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. Appointments can take place by phone, but Zoom or Microsoft Teams virtual meetings are preferred. To make an appointment, send me a chat message in Teams or email. Please strive to request appointments *at least 24 hours* in advance. You will receive a confirmation and reminders.

Joining Virtual Meetings. The meetings will take place in the students' private chat in Teams (use the video

option on the top right corner), or Zoom (<http://msu.zoom.us>) for office hours, review sessions, etc. When joining via Zoom, we will use my “personal meeting room” by going to the following stable URL:

Bruna’s Personal Meeting Room

msu.zoom.us/my/sommerfarias

Meeting ID: 296 919 6867

Password: Ametista

3. Late assignments

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

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

4. Withdrawal policy

If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the schedule system (<http://schedule.msu.edu/>). You can click on a course’s section number to see the date by which you must drop if you would like to receive a refund (not pay for the class). Further information is available on the Registrar’s **Programs & Policies** page: <https://reg.msu.edu/ProgPol.aspx>.

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.

Artificial Intelligence (AI) Usage: You are encouraged to be very discerning of your use of AI tools to create text, video, audio, or images in your work for this class. If any AI-generated content is used for your assignments, you must clearly indicate what part is yours and what part was generated by AI, which is expected to be a very low percentage in the initial or revision stages of the composing process. Any AI-generated work not cited and/or used for a large percentage of the assignments will be treated as academic dishonesty. If any questions remain, please reach out to me before submitting your work. Adapted from the Boston College Center for Teaching Excellence.

Disagreements and Appeals

If at some point during or after this course you have a dispute with an instructor about a grade, the application of a policy, or another aspect of the course, you should take the following steps: First, discuss the issue with your instructor in a live meeting (virtual or in person), not exclusively via email. Second, if you and your instructor are unable to resolve the dispute, you may contact the MAFLT Program Director. In the case of this course, the instructor is also the program director. Therefore you may take your concerns to the Director of the Center for Language Teaching Advancement, Dr. Felix Kronenberg.

OTHER UNIVERSITY POLICIES AND RESOURCES

Together We Will

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

Inclusion and Intercultural Initiatives

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

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

MSU Religious Observance Policy

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

Disability Accommodation Requests

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

Counseling and Psychological Services (CAPS)

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

- 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

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SPLS (Student Perception of Learning Survey) process to gather student feedback. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the

online form at your convenience. You may find out more about the SPLS system at <https://spls.msu.edu/students>.

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.

COURSE MATERIALS

Course Textbooks:

Paesani, K., & Menke, M. (2023). *Literacies in language education: A guide for teachers and teacher educators*. Georgetown University Press.

Tardy, C. M. (2019). *Genre-based writing: What every ESL teacher needs to know*. University of Michigan.

Journal Articles:

These articles are available through the MSU library's databases. I recommend that you begin your search at our MAFLT library guide: <http://libguides.lib.msu.edu/maflt>.

Allen, H. W., & Goodspeed, L. (2018). Textual borrowing and perspective-taking: A genre-based approach to L2 writing. *L2 Journal*, 10(2).

Bokhorst-Heng & Marshall. (2020). Examining students' co-construction of language ideologies through multimodal text. *L2 Journal*, 12(3), 77-101.

Colombi, M. C. (2009). A systemic functional approach to teaching Spanish for heritage speakers in the United States. *Linguistics and education*, 20(1), 39-49.

Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies: An international journal*, 4(3), 164-195. Available at: <https://www.tandfonline-com.proxy2.cl.msu.edu/doi/pdf/10.1080/15544800903076044?needAccess=true>

Davin, K. J., & Heineke, A. J. (2022). *Promoting Multilingualism in Schools: A Framework for Implementing the Seal of Biliteracy*. American Council on the Teaching of Foreign Languages.

De Oliveira & Lan, S.-W. (2014). Writing science in an upper-elementary classroom: A genre-based approach to teaching English language learners. *Journal of Second Language Writing*, 25, 23-39.

Elola, I, & Oskoz, A. (2017). Writing with 21st century social tools in the L2 classroom: New literacies, genres, and writing practices. *Journal of Second Language Writing*, 36, 52-60.

Everson, M. E. (2011). Best practices in teaching logographic and non-Roman writing systems to L2 learners. *Annual Review of Applied Linguistics*, 31, 249.

Fidler, M. U. (2003). Reading and technology in less commonly taught languages and cultures. In P. Patrikis (Ed.). *Reading between the lines: Perspectives on foreign language literacy* (pp. 40-59). Yale University Press.

Gebhard, M., & Haman, R. (2011). Reconsidering genre theory in K-12 schools: A response to school reforms in the United States. *Journal of Second Language Writing*, 20, 45–55.

Graham, S., Woore, R., Porter, A., Courtney, L., & Savory, C. (2020). Navigating the Challenges of L2 Reading: Self-Efficacy, Self-Regulatory Reading Strategies, and Learner Profiles. *The Modern Language Journal*, 104(4), 693-714.

Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in society*,

49-76.

- Kern, R. (2003). Literacy as a new organizing principle for foreign language education. In P. Patrikis (Ed.), *Reading between the lines: Perspectives on foreign language literacy* (pp. 40-59). Yale University Press.
- Nassaji, H. (2007). Schema theory and knowledge-based processes in second language reading comprehension: A need for alternative perspectives. *Language Learning*, 57, 79-113.
- Reichelt, M., Lefkowitz, N., Rinnert, C., & Schultz, J. M. (2012). Key issues in foreign language writing. *Foreign Language Annals*, 45(1), 22-41.
- Reichelt M. (2019). Contextual factors impacting feedback practices for non-English L2 writing. *Foreign Language Annals*. 52, 744–752. <https://doi.org/10.1111/flan.12428>
- Schoonen, R., Snellings, P., Stevenson, M., & Van Gelderen, A. (2009). Towards a blueprint of the foreign language writer: The linguistic and cognitive demands of foreign language writing. In R. Manchón (Ed.) *Writing in foreign language contexts: Learning, teaching, and research* (pp. 77-101). Multilingual Matters.
- Shintani, N. (2019). Potentials of writing-to-learn-language activities from second language acquisition research. *Journal of Second Language Writing*, 46, 100676.
- Stranger–Johannessen, E., & Norton, B. (2017). The African storybook and language teacher identity in digital times. *The Modern Language Journal*, 101(S1), 45-60.
- Troyan, F. J. (2016). Learning to mean in Spanish writing: A case study of a genre-based pedagogy for standards-based writing instruction. *Foreign Language Annals*, 49(2), 317-335.
- Troyan, F. J. (2014). Leveraging Genre Theory: A Genre-Based Interactive Model for the Era of the Common Core State Standards. *Foreign Language Annals*, 47(1), 5-24.
- Turpin, K. M. (2019). Training foreign language learners to be peer responders: A multiliteracies approach. *L2 Journal*, 11(1).
- Warner, C., & Dupuy, B. (2017). Moving toward multiliteracies in foreign language teaching: Past and present perspectives... and beyond. *Foreign Language Annals*, 51(1), 116-128.
- Yasuda, S. (2011). Genre-based tasks in foreign language writing: Developing writers' genre awareness, linguistic knowledge, and writing competence. *Journal of Second Language Writing*, 20, 111-133.

Books, book chapters, and other materials:

The following books and chapters are available as free e-books through the MSU library OR will be provided as PDFs via D2L.

- Faber, A. & Turrero-Garcia, M. (2020, March 10). *Online Translators as a Pedagogical Tool*. The FLTMAG. <https://fltmag.com/online-translators-as-a-pedagogical-tool/>
- Ferris, D. R., & Hedgcock, J. (2023). *Teaching L2 composition: Purpose, process, and practice*. Routledge. 2
- Forbes, K. (2018). "In German I Have to Think about It More than I Do in English": The Foreign Language Classroom as a Key Context for Developing Transferable Metacognitive Writing Strategies. In *Metacognition in Language Learning and Teaching* (pp. 153-170). Routledge.
- Forbes, K. (2020). *Cross-Linguistic Transfer of Writing Strategies*. Multilingual Matters.
- Glisan, E. W., & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. American Council on the Teaching of Foreign Languages. 1001 North Fairfax Street Suite 200, Alexandria, VA 22314.
- Hancock, C. R., & Davin, K. J. (2021). Shifting Ideologies: The Seal of Bilingualism in the United States. In *Language Learning in Anglophone Countries* (pp. 71-88). Palgrave Macmillan.
- Paesani, K. W., Allen, H. W., & Dupuy, B. (2016). *A multiliteracies framework for collegiate foreign language teaching*. Pearson.
- Rose, H. (2019). Unique challenges of learning to write in the Japanese writing system. In Nur Yiğitoğlu & Melinda Reichelt (Eds.), *L2 writing beyond English* (pp. 78-94). Multilingual Matters.
- Sato, M. (2022). Metacognition. In S. Li, P. Hiver, & M. Papi (Eds.), *The Routledge handbook of second language acquisition and individual differences*. Routledge.

- Street, B. V., & Lefstein, A. (2007). *Literacy: An advanced resource book for students*. Routledge.
- Swaffar, J., & Arens, K. (2005). *Remapping the foreign language curriculum*. New York: Modern Language Association.
- Troyan, F. J. (Ed.). (2021). *Genre in World Language Education: Contextualized Assessment and Learning*. Routledge.

Recommended:

- Anderson, N.J. (2014). Developing engaged second language readers. Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 170-188). Boston, MA: Heinle.
- Bawarshi, A. S. & Reiff, J. R. (2010). *Genre: An introduction to History, theory, research, and pedagogy*. West Lafayette, IN: Parlor Press.
- Byrnes, H., & Sprang, K. A. (2004). Fostering advanced L2 literacy: A genre-based, cognitive approach. *Advanced foreign language learning: A challenge to college programs*, 47-85.
- Cheng, A. (2018). The Guided and Discovery-based analysis and study of genre (Chapter 4). In *Genre and Graduate-Level Research Writing*. (pp. 88-128). University of Michigan Press.
- Choi, J. (2015). A heritage language learner's literacy practices in a Korean language course in a U.S. university: From a multiliteracies perspective. *Journal of Language and Literacy Education*, 11. Retrieved January 16, 2018, from http://jolle.coe.uga.edu/wp-content/uploads/2015/10/Article-6_Choi-FINAL.pdf
- Colombi, M. C., & Harrington, J. (2012). Advanced biliteracy development in Spanish as a heritage language. In S. Beaudrie & M. Fairclough. *Spanish as a heritage language in the United States: The state of the field* (pp. 241-258). Georgetown University Press.
- Colombi, M. C. (2009). A systemic functional approach to teaching Spanish for heritage speakers in the United States. *Linguistics and Education*, 20(1), 39-49.
- Devitt, A. (2009). Teaching critical genre awareness. In C. Bazerman, A. Bonini, & D. Figueiredo (Eds.), *Genre in a changing world* (pp. 337-351). Fort Collins: The WAC Clearinghouse and Parlor Press. Available at: <http://wac.colostate.edu/books/genre/chapter17.pdf>
- Everson, M. E. (2011). Best practices in teaching logographic and non-Roman writing systems to L2 learners. *Annual Review of Applied Linguistics*, 31, 249-274.
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