Michigan State University
FLT 845 – Language Concepts for FLT
Section 730/750 – Online

Course Syllabus
Fall 2023

Office:	B280 Wells Hall
Course site:	d2l.msu.edu → FLT 845 Language Concepts
Program site:	maflt.cal.msu.edu
Program contact:	maflt@cal.msu.edu
Office hours:	By appointment (see Class Policies #2)
Appointments:	Microsoft Teams chat, Email, or Outlook calendar to set up an appointment
Tech support:	For D2L see help.D2L.msu.edu – For MSU Tech see tech.msu/edu/support

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Course Readings

Main textbook:
- Park-Johnson, S., & Shin, S. J. (2020). *Linguistics for Language Teachers: Lessons for Classroom Practice*. Routledge.
  → Access via MSU Library or link in D2L: https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/detail.action?docID=6145849

Note: Since it allows only 3 viewers at a time, purchase is recommended.

Additional texts:
- Friginal, E. (2018). ***Corpus Linguistics for English Teachers: New Tools, Online Resources, and Classroom Activities***. New York: Routledge.→Access via MSU Library and link in D2L.
- Kumaravadivelu, B. (2001). ***Beyond methods: Macrostrategies for language teaching***. New Haven, CT: Yale University Press.→Access via MSU Library or link in D2L.
- Further assigned articles and book chapters will be available through our course page on MSU**'s** online learning management system, D2L (http://d2l.msu.edu), or directly through the MSU library. Further information on accessing these readings will be provided.

Course Description

The Language Concepts course in the MA in Foreign Language Teaching program aims to provide current and aspiring language teachers with the foundational knowledge of linguistics that is necessary to support planning, instruction, and evaluation in our courses and programs. Many instructors and advanced learners of additional languages are driven by their admiration for linguistic forms, their curiosity about how language represents the world, and their interest in comparing patterns across languages. This course aims to deepen teachers' knowledge of linguistic forms so that they can be better equipped to describe, promote, and assess learners' use of those forms. To that end, this course begins like a traditional Introduction to Linguistics course in that it addresses the primary categories of language description: phonetics, phonology, morphology, syntax, semantics, and pragmatics. We will also touch on language typology, language variation, and various writing systems. Teacher-learners in this course will also develop skills for investigating language in use through corpus analysis. Corpus-based tools allow us to locate linguistic features in authentic contexts, identify lexicogrammatical patterns, and explore variation among genres and registers. We will consistently draw connections from our study of language description to pedagogical practices for teaching pronunciation, vocabulary, grammar, and pragmatic competence. Throughout the course, we will emphasize approaches to instruction in linguistic features that are implicit, inductive, learner-centered, and compatible with contemporary communicative methods and standards.

This fully online course includes 12 content modules to be completed each week, each consisting of instructor presentation videos, readings, discussion prompts, exercises, and supplemental materials. This course also involves a series of more extensive assignments in which we will synthesize and apply the course content. These will involve creating visuals and presentations that explain features of our target languages; exploring research that has investigated the learning of grammar, vocabulary, and pronunciation in foreign languages; analyzing authentic texts and learner language; and designing instructional materials to develop language awareness.

Course Objectives

By the end of the semester, students in this course will be able to do the following:
1. Develop and demonstrate knowledge of language components, including phonetics, phonology, morphology, syntax, semantics, pragmatics and language variation
2. Use corpus-based tools to analyze authentic texts
3. Select authentic texts, either available as open source or compiling one's own corpus, to analyze language patterns suitable to their own teaching context
4. Design tasks and lessons that apply data-driven learning approaches and promote language awareness
5. Locate, read, and think critically about research into the acquisition of grammar, vocabulary, and pronunciation
6. Create and compile resources that can be used to teach knowledge, skills, and strategies related to linguistic forms and functions using a range of technology.

Course Requirements

The following table summarizes the main components of your grade for this course. Further details and guidance for each task will be provided on our D2L page in the Assignment Guidelines folders.

Assignments and Activities		Weight
Concept Mastery Activities		**30%**
Linguistic Description Exercises (Practice Quizzes)	These exercises consist of short practice activities that will help you understand and remember key features from the earlier modules (e.g., phonetics, morphology, syntax), and to explore the corpus analysis tools presented in later modules. These activities will be completed through platforms embedded in D2L such as H5P and Quizlet as well as the Quiz tab on D2L. Feedback will usually be built into the activity, and you will get credit based on completion.	15%
Language Concepts Discussions	In each module a discussion prompt will be provided in D2L Discussions. These discussions provide greater opportunities to think critically about the material for the week, to carry out and discuss small investigations, and to consider connections to your own language learning and teaching. Your posts will be assessed based on your arguments (i.e., evidence of critical thinking) and how well you support your arguments with material from the readings. For full credit, respond to at least one peer's post.	15%
Concept Application Tasks		**20%**
Language Concepts Tutorials	These tasks should result in materials that you can use to teach features of your target language to learners.	
	Task I: Sound System Infographic – seek further input on the phonology of your target language and create a visual tutorial for learners.	10%
	Task II: Kibitzer – seek further input on the morphology and syntax of your target language though corpus analysis and create a video or visual tutorial explaining selected features.	10%

Linguistic Features Literature Review		20%
Annotated Bibliography Chart and Summary	You will use MSU Library resources to look for research on the acquisition of grammar, vocabulary, and/or pronunciation in your target language. Your initial bibliography will be a chart that includes information about 5 published studies in applied linguistics journals or book chapters that focus on linguistic features of your target language. The chart includes who the researchers were, who the participants were, what features were investigated, and what the researchers concluded. By the end of the semester, you will write a summary in which you discuss them as collection and consider implications for further research and instruction.	10% 10%
Authentic Text Analysis and Instruction		**30%**
Language Awareness Unit created with corpus-based analysis	You will develop a set of pedagogical materials that can be incorporated into existing courses using corpus analysis and data-driven learning. Include a rationale explaining the purpose and design of these materials. Upload the unit to your personal Google Site page and give feedback to your peers. Examples will be provided throughout the course.	

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

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. You will also work on and submit final assignments at the end of the semester (see Course Requirements below). Assignments will be due on **Wednesday** of each week, though you can do the work on any day that suits your schedule. Default time for due dates is always midnight (specifically, for technical reasons, 11:59 p.m. Eastern U.S. time). The following module will be released and announced no later than the next day. If you want to work ahead in the course, refer to the syllabus for readings and assignments.

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. If you know that you have significant commitments or lengthy travel that will cut into your study time for a portion of the course, make an appointment early in the semester to discuss how you can adjust due dates or if you should delay taking this course.

2. Instructor-student and student-instructor communication

Because this class is online, our communication by internet and virtual calls 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), and **Microsoft Teams messages**. Please make sure that you check your MSU account and your Microsoft Teams regularly. You can email me directly at fariasbr@msu.edu or send me a message via Chat in Microsoft Teams. While I will be frequently available through Teams, I may take up to 24h to respond, or 48h if weekends. (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. In order to make an appointment, message me via Chat in Microsoft Teams or email me at fariasbr@msu.edu. Please strive to make these appointments *at least 24 hours* in advance. After I receive the request, I will confirm the time and send further instructions.

Joining Virtual Meetings. We are going to use Microsoft Teams for our meetings. Zoom (http://msu.zoom.us) is an option when connection via Teams is unstable. Join via link below.

3. Late assignments

You are responsible for handing in all assignments on time. If you realize that you will not be able to complete an assignment on time, you may request an extension **prior to the due date**. If you submit an assignment after the due date without prior notice, I will grade it without penalty if uploaded in the next two days. After that 10% of the grade will be deducted. I reserve the right to refuse acceptance of that assignment entirely if that happens in the final week of the course. 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. 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.

For further guidance on MAFLT Program policies and procedures, see the Handbook: Links and Downloads.

General requirements for written work

1. **Content and quality:** All assignments are expected to be well written. Assignments will be graded on *depth of coverage* (comprehensive/ thorough treatment of the topic reflecting a clear understanding of the subject), *presentation* (clear, concise, readable prose), and *argument* (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. Carefully review and follow the individual Guidelines document for each written assignment.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for speakers of English as an L1 and L2. This practice 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. 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 845 – Dr. Sommer-Farias October __, 2022   Assignment Title (Draft)

3. **File Format:** Turn in all written assignments in MS Word format (.doc or .docx). Do not submit PDFs. I will not accept PDFs for written assignments. Do not submit other document types unless you have checked with

me that I can read them on my computer and run them through MSU's plagiarism checker. For assignments that involve presentations, web pages, visuals, or other formats, you should still use appropriate style, cite sources using APA format, and proofread. The Assignment Guidelines document for each major assignment will provide further details.

The **file name** for each and every file you submit should include **your last name** and the **title of assignment**. If there will be multiple drafts of the assignment, also indicate draft status. Students often put their names on papers but forget to put their names on associated files, such as slides or student handouts. 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:	FLT845LangConcepts_AssignmentTitle.docx	(no name or draft #)
RIGHT:	**LastName_FLT845_AssignmentTitle_Draft.docx**	

4. **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 **Google Drive**. The shared folder for this course is linked to our D2L page under General Course Materials.

Students often ask about the importance of staying within **length requirements**. The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points will be deducted if the length is more than 10% above or below the limit. If your document is **too short**, consider adding another key point, further examples, or more detailed explanations. If your document is **too long** and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

5. **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.

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 (LBGTQ) 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 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

Textbooks and Important Reference Materials

Park-Johnson, S., & Shin, S. J. (2020). *Linguistics for Language Teachers: Lessons for Classroom Practice*. Routledge.

Aronoff, M. & Rees-Miller, J. (Eds.) (2017). *The Handbook of Linguistics.* Oxford, UK: Wiley-Blackwell.
→ MSU Library: *http://catalog.lib.msu.edu/record=b12833194~S39a*

Friginal, E. (2018). *Corpus Linguistics for English Teachers: New Tools, Online Resources, and Classroom Activities*. New York: Routledge. → MSU Library: *http://catalog.lib.msu.edu/record=b12894763~S39a*

Kumaravadivelu, B. (2001). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press. → MSU Library: *http://catalog.lib.msu.edu/record=b8970307~S39a.*

Other materials provided in current syllabus and available via MSU Library.