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Course site: [d2l.msu.edu](http://d2l.msu.edu) → FLT-860  
Program site: [maflt.cal.msu.edu](http://maflt.cal.msu.edu)  
Office hours: By appointment (see Class Policies #2)  
Appointment site: Send me an email at least 24 hours in advance

## COURSE READINGS

Main textbooks:

- **VanPatten, B., Keating, G. D., & Wulff, S. (Eds.). (2020).** *Theories in second language acquisition : An introduction*. Taylor & Francis Group. <https://ebookcentral-proquest-com.proxy1.cl.msu.edu/lib/michstate-ebooks/detail.action?docID=6120993>
- **Loewen, S. (2020).** *Introduction to instructed second language acquisition (2<sup>nd</sup> Ed)*. New York: Routledge. ISBN: 9781315616797 → Access via MSU Library: <https://www-taylorfrancis-com.proxy2.cl.msu.edu/books/introduction-instructed-second-language-acquisition-shawn-loewen/10.4324/9781315616797>

Additional texts:

- **Long, M. H., & Doughty, C. J. (Eds.). (2011).** *The handbook of language teaching (Vol. 63)*. John Wiley & Sons. → Access via MSU Library: <https://onlinelibrary-wiley-com.proxy2.cl.msu.edu/doi/book/10.1002/9781444315783>
- **Gass, S. M., & Mackey, A. (Eds.). (2013).** *The Routledge handbook of second language acquisition*. Routledge. → Access via MSU Library: <https://www-taylorfrancis-com.proxy2.cl.msu.edu/books/e/9780203808184>
- 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 field of second language acquisition (SLA) seeks to understand and explain the development of proficiency in multiple or additional languages as a cognitive and social process. FLT860 is a course that aims to provide an introduction to the major concepts, theories, and research methods that have emerged in the forty years or so since SLA began to be identified as a field. In particular, this course centers around *instructed second language acquisition* (ISLA), which deals with the development of proficiency in a second or foreign language that occurs in a classroom or otherwise as a result of a deliberate effort to control the learning process.

The structure of this course includes twelve content modules divided into two sections. In the first section, we begin by learning about the broader scope of different approaches to SLA, from more traditional cognitive approaches to emerging “alternative approaches” (Atkinson, 2011), and where ISLA fits into that spectrum. In the second section, we will focus on ISLA and research that has been conducted in this area including a number of influences other than actual instruction that may impact how languages are learned. Along the way, we will

discuss how second language learning differs from learning our first languages, what it means to know a language, the roles of input and output in the target language, the influence of interaction with other users, the importance of differences among target languages, sequences in which learning tends to occur, and the impact of social and cultural factors on the language learning process.

In addition to informing you about these theories and issues, this course is intended to strengthen and expand your ability to process the findings of academic research and determine how they should inform your own classroom practices. As an aspiring master teacher, you need to be confident in your ability to draw connections between theory and practice and even to conduct your own investigations. To that end, you will learn basic research skills, analyze research articles, and conduct a small ISLA study of your own throughout the semester.

## **COURSE OBJECTIVES**

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

1. Build a knowledge base about F/SLA and to engage in processes of analysis, evaluation, and application in order to become a more informed, thoughtful, and independent consumer of F/SLA research.
2. Understand and explain prominent theories, concepts, and methods in F/SLA as well as the scope and objectives of the field.
3. Understand and explain prominent theories, concepts, and methods in instructed F/SLA in particular and evaluate the effects of instruction on second language development.
4. Compare these theories, concepts, and methods with your own personal practical knowledge of language learning and critically assess your own assumptions about language learning processes and implications for your practices.
5. Design, conduct, and report on an action research proposal project that will serve to apply your new awareness of F/SLA and inform your pedagogical practices going forward.

## **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.

Tasks		Points	Due Date
<b>Comprehension</b>		<b>200</b>	
Notes and Quotes	Notes and quotes is an assignment that gives you credit for keeping good notes on the reading that we do in this class. You will need to complete the quotes and notes assignment before moving to the discussion. Ideally this assignment will help you process the readings as well as prepare for your final project which involves writing a research proposal.	100	Every Week  Due dates are midnight each Thursday
Reading Participation	Each week you will be expected to read the articles in the digital annotation platform Perusall where you can collaboratively read and annotate our articles. Some of you may prefer to read the article in printed format first, and then share annotations later, this is acceptable for this assignment.	100	See schedule
<b>Reflection and Interaction</b>		<b>240</b>	

Discussion participation and tasks	Participation in class discussions via the D2L Discussion forums is an important element in this course as it provides greater opportunities to think critically about the material given and build connections to your own teaching. Each week's prompts will ask you to reflect on the week's readings and videos. For full credit, you need to have an initial post published on D2L in time and you need to respond to at least two classmate's posts.	240	Due dates are Thursday by midnight for the original post and Thursday by midnight for the responses each week.
<b>Analysis and Evaluation</b>		<b>200</b>	
Academic Article Presentation	This task is intended to improve your ability to consume and critique the research that informs our understanding of second language acquisition. You will present one empirical research article that focuses on instructed second language acquisition. Ideally, this article will involve learners of your target language. Under Resources, I have provided a list of journals that regularly publish such articles. Additional support for selecting, understanding, critiquing, and presenting your articles will be provided throughout the course. In order to submit your presentation, you will create a PowerPoint presentation, record a video narration (12-15 min), and share the video with your classmates on D2L. Responses to your classmates' presentations will also be included in your grade for this task.	100	Submit .ppt/.pptx file and post video to D2L discussion thread.  Respond to 2 classmates' presentations.  Due date: See Course Schedule Below
Homework Assignments	This assignment includes ten short tasks that involve the analysis of fake data from a classroom intervention. These tasks are meant to a) provide you with a better understanding of how data is collected and analyzed in research and b) prepare you for your own data collection/analysis in your final project.	100	
<b>Synthesis and Application</b>		<b>360</b>	
Classroom Research Proposal	The major project for this course provides an opportunity for you to design your own classroom research project. Throughout the semester, you will consider what F/SLA questions you can and want to ask about your target population of language learners, you will read relevant scholarly sources, and you will write a proposal in which you describe methods, expected outcomes for classroom research that may provide answers to your questions, and collect pilot data. You will submit elements of this project throughout the semester. <ul style="list-style-type: none"> <li>• Classroom Research Proposal</li> <li>• Classroom Research Planning Sheet</li> <li>• Classroom Research Literature Review</li> <li>• Collect/Analyze Pilot Data</li> <li>• First Draft Classroom Research</li> <li>• Full Classroom Research Proposal</li> </ul> The final proposal will consist of at least 2500 words (about 10 pages), plus the reference list.	30 40 50 50 40 150	Submit final proposal to D2L  See course schedule below for due dates

Total		1000 Points	
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**Note:** Grades will be reported on an ongoing basis in D2L. If you have questions or concerns about how your grade appears or is being calculated, please contact me. This course is out of 1000 points. Extra credit may be offered throughout the course.

## 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

This course consists of 12 modules. Each module will become available by the end of the day on **Thursday** of the current week. Complete your readings, videos, and initial post for the discussion by the following Thursday midnight each week. All assignments for the module will be due on the following **Thursday** at midnight, this includes a response to your discussion posts. This schedule is designed to help you process the module content and then use it to complete the related major assignment. Default time for due dates is always **midnight** (specifically, for technical reasons, 11:59 p.m. Eastern U.S. time).

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 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 contact you in Teams. Likewise, if you need to contact me, I will respond to Teams messages much faster than any other form of contact. I respond to emails typically once per 24 hours. Please make sure that you check your MSU account regularly (at least every 24 hours). You can email me directly [poolefre@msu.edu](mailto:poolefre@msu.edu). (See p. 1 or D2L for other contact information.)

## 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 may still deduct a percentage (10% per day by default) from that assignment score. I provide extra credit assignments as a means to make up late or missed homework, so if you cannot complete an assignment, look for these extra credit assignments to supplement a missed grade.

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).

For Summer 2023, these are the official deadlines:

- Last day to drop with refund (8:00 p.m.) – **06/07/2023**
- Last day to drop with no grade reported (8:00pm) - **6/30/2023**.

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

## GENERAL REQUIREMENTS FOR WRITTEN WORK

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

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. Any use of others' work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

2. **Document Format:** All written assignments should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting format issues may be returned to you for revision and marked as late. 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:

[Student name here] FLT 860 – Dr. Poole [Enter date here]
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: FLT860\_Research project.docx (no name or draft #)
- RIGHT: **LastName\_FLT860\_ResearchProject\_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 **Microsoft Teams**. The shared folder for this course will be 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.

## **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**

### **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.

### **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)**

**About CAPS:** MSU Counseling & Psychiatric Services, CAPS, is 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 combines the services of the former MSU Counseling Center and former Olin Psychiatry Clinic to provide improved access for students. From: <https://caps.msu.edu/about-us/index.html>.

### **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. Students who are absent from classes on these days should not be seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. (Please see <http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp>).



## Online Instructional Rating 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>.