Michigan State University
Course Syllabus
FLT 881—Teaching Foreign Languages with Technology
Summer 2023

Instructor	Dr. Frederick J Poole
Email	poolefre@msu.edu
Course Site	d2l.msu.edu – FLT 881 Technology Summer 2023
Program Site	Maflt.cal.msu.edu
Office Hours	By Appointment – Request via email

Course Description:

The primary objective of this course is to introduce both pre-service and in-service foreign/second language teachers to a variety of issues related to computer-assisted language learning (CALL). Readings in this course explore both the theoretical and pedagogical aspects of using technology to facilitate, enhance, and expand foreign language learning and teaching. Further, via discussions, lectures, and activities we will explore and play with several tools that can be used either in the classroom to enhance instruction or online to create meaningful, communicative activities for language learners.

This course is divided into 12 modules. In the first two modules the history of CALL and theory related to CALL are introduced. Then in the following five modules we explore how technology can be used to enhance L2 listening, speaking, reading, and writing skills. Followed by a module on task-based language teaching that ties all four skills together. In the next four modules we explore areas that are somewhat unique to CALL: culture, digital literacies, gaming, and mobile-assisted language learning. Finally, we review these unique areas of CALL by focusing on online learning and online communities.

Course Objectives

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

1. Identify technology that can be used to enhance foreign language instruction and promote multiple foreign language competencies and modes of communication.
2. Articulate principles for integrating and using technology in both the physical and virtual foreign language classroom.
3. Use technology to enhance foreign language instruction and promote multiple foreign language competencies and modes of communication.
4. Design technology-enhanced foreign language teaching lessons that adhere to foreign language teaching principles and address the ACTFL modes of communication and communicative competencies.

Course Readings
Required textbooks:

You will need to <u>purchase</u> this book.
- Arnold, N., & Ducate, L. (2019). *Engaging language learners through CALL: From theory and research to informed practice*. Sheffield, UK: Equinox Publishing.

These books can be accessed digitally through MSU library; links will be provided in D2L.
- Chapelle, C. A., & Sauro, S. (Eds.). (2017). *The handbook of technology and second language teaching and learning*. Hoboken, NJ: Wiley Blackwell.
- Hinkelman, D. (2018). *Blending technologies in second language classrooms*. New York: Palgrave Macmillan Secaucus: Springer.
- Blake, R. (2013). *Brave new digital classroom: Technology and foreign language learning.* Washington D.C.: Georgetown University Press.
- Ziegler, N., & González-Lloret, M. (2022). *The Routledge handbook of second language acquisition and technology*. [electronic resource]. Routledge.

Couse Requirements

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

Tasks	Points per Task	# of Tasks	Total Points	Due Date
Discussions	**200 Points**			
Each week, read the D2L Discussion prompts and respond in about 200-300 words per prompt. Each post is worth 15 points. Discussions are assigned on Wednesday each week and are due on the following Wednesday. A rubric will be included with each discussion that details what needs to be included to receive full credit. Your two lowest discussions post scores will be dropped.	15	12	150	Wednesday Each Week
Responses to your peers must be completed by the following Wednesday (One week later). You are expected to respond to **two** of your classmates' posts to get the 5 points.	5	12	50	Following Wednesday Each Week
Participation in Language Learning Activities	**150 Points**			
We will have five asynchronous activities to demonstrate collaborative online language learning tasks. Grades will be pass/fail and based on whether or not you completed tasks associated with the activity.	30	5	150	See Schedule Below
Reflect on Technology Demos	**100 points**			
Each week your classmates and I will present technology demos related to the topic of the week. You will need to watch the demos, then choose one tool to experiment with and then write a short reflection on the tool and how it could be used in your classroom. A rubric will be included for this assignment that details what your reflection should include.	10	10	100	Wednesday each week
Technology Demo	**100 points**			
Everyone will sign up to create two technology demos in an area of interest. You will need to create a video demonstrating the functions of the tool and then provide a brief recap on how the tool could/should be used.	50	2	100	TBD
Technology Mini-Lessons	**150 points**			
We will have three technology mini-lessons throughout this course. You will write a lesson plan, create material for the lesson plan, and make a short 5-minute video to introduce the lesson plan and serve as a teacher guide. A detailed rubric and examples will be provided.	50	3	150	See Schedule Below
Design an Online Language Unit	**300 points**			
The final project for this course will involve one of three options: design a tech-enhanced language unit, design a tech-tutorial with sample lessons, or design a tutorial on teaching one of the communicative modes with technology. Details on these three options will be provided in D2L.	300	1	300	See Below
Proposal		20		
First Draft		50		
Peer Review		30		
Final Draft		200		
Total	**1000 Points**			

Grading Scale

Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a

rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. In general, if you follow the guidelines and fulfill them sufficiently, you can expect to earn full marks on every assignment. Grades will be reported continuously in D2L.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% are a 3.5, 82% to 87% are a 3.0, etc.

Grade	Description
94% or above is a 4.0 (A)	The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.
88% to 93.9% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87.9% is a 3.0 (B)	The student met most of the requirements for this course and demonstrated his or her learning relatively well.
76% to 81.9% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75.9% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

Grade adjustments: At the end of the semester, two low or missing grades from the discussion category will be dropped from your final grade. I also reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students. Extra credit assignments may be available to the class but will not be created for individual students.

Course Expectations and Policies

1. Course modules and weekly activities

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

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

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 Announcements in D2L and Teams. For individual communication, I will use your MSU email account, not a personal account (this choice is for security and consistency). Please make sure that you check your MSU Email and our Microsoft Teams class account regularly (at least every 24 hours). You can email me directly at poolefre@msu.edu.

Making Appointments: Throughout the semester, office hours are available by appointment. Evening and weekend times can be requested. In order to make an appointment, please schedule an appointment via my bookings page or email me (poolefre@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 will make use of a virtual meeting tool called Zoom (http://msu.zoom.us) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. I will provide zoom information upon confirming a meeting date and time.

Teams. I am also very active on *Teams* and I will encourage student participation on *Teams* via collaborative activities. With that in mind, please feel free to ask questions/chat about the course using the Chat function in teams. I generally respond rather quickly, however do not be surprised if some responses take up to 24 hours. Finally, if you email me general questions about the course (rather than personal questions) I will encourage you to post the questions in Teams. It is likely that your classmates will have similar questions.

3. General requirements for written work

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.

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

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

Ima Nay Student

FLT 841 –Dr. Poole

September, 2023

<div align="center">Assignment Title</div>

---

b. File Format: Turn in all written assignments in MS Word format (.doc or .docx). Do not submit PDFs. I will not accept PDFs for written assignments. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU's plagiarism checker. For assignments that involve presentations, web pages, visuals, or other formats, you should still use appropriate style, cite sources using APA format, and proofread. The Assignment Guidelines document for each major assignment will provide further details.

The file name for each and every file you submit should include your last name and the title of assignment. If there will be multiple drafts of the assignment, also indicate draft status. Students often put their names on papers but

forget to put their names on associated files, such as slides or student handouts. Please keep in mind that I have many students in multiple courses, and you want me to be able to easily identify your work.

WRONG:	ImaNayStudent_Paper1.docx	(vague)
WRONG:	FLT841_ClassroomLanguageAnalysis.docx	(no name or draft #)
RIGHT:	LastName_FLT841_ClassroomLanguageAnalysis.docx	

c. Submitting Written Work: All assignments should be submitted to the appropriate D2L Assignments folder (formerly Dropbox) unless explicitly stated otherwise. Please do not submit papers by email unless you are having technical trouble and cannot resolve it through the Help Desk. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L. In some cases, you will also be asked to share your work with peers via Teams.

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

d. 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.

e. Feedback on Written Work: Once you have submitted an assignment, I will provide feedback in a range of different ways, depending on the type of assignment, the stage in the writing process, and the extent of feedback. I frequently provide a rubric before an assignment is due and use it to show you the components of your score. I also use the Comments function in Word to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Assignments folder where you submitted the task.

When I return documents to you with my feedback, the file name will include the tag "_FJP." It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

In this course, you will also be asked to provide peer feedback on the work of one or more of your classmates. Peer feedback allows you to reflect on the challenges of the assignment and to provide and receive guidance in meeting the requirements of the assignment. In each case, I will provide guidance on the priorities and procedure of this process. A portion of your grade will depend on timely and appropriate completion of this task. Please strive to respect the time and efforts of your classmates, as they will strive to respect yours.

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

4. Late assignments

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

5. Withdrawal policy

If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the Schedule of Courses (student.msu.edu). For Fall 2021, these are the official deadlines:

- Last day to drop with refund (8:00 pm) – **06/07/2023**
- Last day to drop (8:00 pm) – **6/30/2023**.

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

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

ACADEMIC INTEGRITY GUIDELINES AND POLICIES

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

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

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

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

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

Disagreements and Appeals

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

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.

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.*