MAFLT Final Portfolio Guidelines

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Office hours: Make an appointment at https://go.oncehub.com/lanier-flt
Virtual Office: Gather ➔ app.gather.town/app/NiUTc5aTU2jF5M6r/office-flt-1121
Virtual Meetings: Microsoft Teams is default platform for meetings

COURSE LINKS
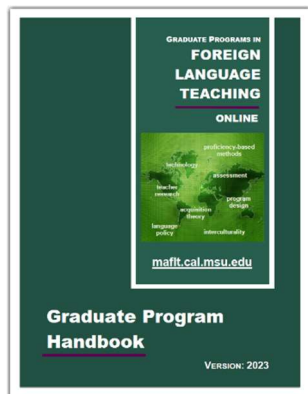
D2L Course Page: d2l.msu.edu ➔ FLT 898 Final Portfolios Spring 2024
Microsoft Teams: teams.microsoft.com ➔ FLT 898 Final Portfolios
➔ Look for the private channel specific to current students

MAFLT PROGRAM LINKS

MAFLT Students - Spartan365 michiganstate.sharepoint.com/sites/MAFLT

MAFLT Community in D2L: d2l.msu.edu/d2l/home/115561

MAFLT Public Website: maflt.cal.msu.edu/current-students

Graduate Program Handbook: (via MAFLT SharePoint)

Program Handbook for Printing
Appendix B: Policies and Procedures
Appendix C: Academic Writing
Appendix D: Technology

Program Handbook – Appendix F: Final Portfolio Guide
https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Program-Handbook.aspx

MAFLT Portfolio Gallery
https://maflt.cal.msu.edu/portfolios/

Purpose and Procedure

The MAFLT Portfolio is designed to serve two primary purposes. The **internal** purpose is to demonstrate that you have met the learning objectives of the program. The **external** purpose is to ensure that you graduate with a coherent, well-presented, detailed collection of evidence that can convey your foreign language teaching experience to stakeholders outside the program, including current and future administrators, prospective employers, academic programs, state boards, and so on.

1. Collating and Curating Your Portfolio Materials:
As the semester proceeds, you will be prompted to gather the various required materials for your portfolio and submit them to D2L Assignments. This step allows me to confirm that you have the appropriate materials and to respond to materials that may benefit from revision or formatting adjustments. Files may also be shared via Microsoft Teams to facilitate feedback. In order to share your materials in your portfolio, you should decide on a cloud-based location for them, i.e., OneDrive or Google Drive, and create a dedicated folder that will contain all files to be embedded in your site. Media files should be stored on an appropriate platform, such as YouTube. Further guidelines and recommendations are provided in the Portfolio Design Guide.

2. Create an Internet-Based Portfolio to Display your Materials Publicly:
All the materials that can and should be shared widely, with colleagues, potential employers, etc., will be compiled in an online format that is easy to share internally and externally. Include all elements of the portfolio as listed below. A "Model" site has been provided via Google Sites. Once it is shared with you as an editor, you can duplicate that site and use it as a template. However, you may use another platform such as WordPress, Weebly, or D2L's ePortfolio function. Your faculty mentor can and will provide some guidance on all of these methods, but ultimately you are responsible for your own web design skills and efforts. Designing an online portfolio is another form of evidence of your learning in the MAFLT.

FLT 898 Course Requirements

The following table summarizes the method of evaluating your performance in this course. Participation in the course is evaluated separately from the completion and quality of the Final Portfolio. The Modules are designed to scaffold the thinking and the design steps needed for each section of the portfolio and to encourage reflection on your experience and materials.

FLT 898 Course Participation	Criteria:	Timing
Module Participation – 70 points		
The Modules in this course correspond (mostly) to the sections of your portfolio, i.e., each main menu heading and its sub-pages. Your portfolio site will come together gradually as you proceed through the modules. Full Module Participation involves completing the tasks for each module and discussing them with your peers and me via D2L Discussions and Teams. Each module has two parts, **Reflect** and **Curate**.	10 points per week Reflect = 4 points Curate = 4 points	Every two weeks

• The **Reflect** prompt asks you to think about coursework, tasks, and experiences that relate to that section of your portfolio and to submit the appropriate materials in D2L. • The **Curate** prompt asks you to incorporate those materials into your site and discuss how you are presenting yourself and your materials in your portfolio.	Interaction in D2L OR Teams = 2 points	
Instructor Meetings – 10 points		
This aspect of the course is included as a way of incentivizing and rewarding participation in meetings with me to monitor the progress of your site. We will meet for an **initial review** of your site and a **completion review** when all your materials are up, though you may still have a lot of editing to do.	5 points each for participation	Module 1 Module 5
Presentations and Peer Review – 20 points		
At the end of the semester, you will present your portfolio to your peers and faculty and respond to each others' portfolios. The details of this process will be negotiated with the group and based on availability at the end of April. A brief screen capture video offering a "tour" of your site is required, and there will be synchronous and asynchronous options for the responses.	10 points for video 10 points for peer responses	Module 6

Contents of the Portfolio

The required elements of the portfolio are summarized in the chart beginning on p. 8. Note that only the first three items will be created exclusively for the portfolio, while the rest should be revisions of prior coursework. "Source" refers to the course in which you should have completed the item.

This list is subject to some changes over time, but you will be held to the requirements listed in the PDF of the Portfolio Guidelines marked with the timeframe in which you are enrolled in FLT 898. All components from the chart below must be included in your portfolio. If you cannot find your materials for some components or think you need to substitute other materials, make an Office Hours appointment to discuss this with me. When you submit each component, you should submit the editable files and also the PDF versions edited for sharing on your site.

MAFLT Portfolio Required Components

Category	Required Materials for this Component	Source
Overview and Site Contents		
1	**Introduction, Bio, and Inventory –** Personal biography and brief summary of experience to be included on About Me page, as well as the Portfolio Inventory & Checklist for track your progress.	New for Portfolio
2	**Portfolio Website and Descriptive Text** – Provide text on each page of your portfolio describing the materials on each page and how these artifacts demonstrate your competence as a teacher of your target foreign language.	New for Portfolio
3	**Portfolio Reflective Essay** – Discuss how your studies in the MAFLT program have affected your language teaching practice, beliefs, and intentions.	New for Portfolio
Methods Evidence		
4	**Teaching Philosophy** – Include your philosophy of language teaching, revised to reflect further adjustments to your beliefs and practices during the program.	FLT 807 Methods and FLT 817
5	**Teaching Demonstration** – Submit a video of 15-20 minutes that demonstrates competence in teaching your target language. Include an introduction in your portfolio that explains the context in which the video was recorded and how it demonstrates your competence in FLT methodology. Submit this description and the link to the video's location online to D2L Assignments.	Waiver requests if you do not have a video: Discuss with 898 instructor.
Technology Evidence		
6	**Technology-infused artifact and rationale.** The artifact may consist of online course modules, lessons or activities involving computer-based or internet-based tools, or other materials that demonstrate competence in the use of technology to develop learners' proficiency in your target language. These materials must be accompanied by the rationale, literature review, analysis, or other substantial text that describes this artifact, its purpose, and its design principles. On your portfolio site, explain when and why you developed it and how it demonstrates your competence.	FLT 881 Technology
Assessment Evidence		
7	**Assessment instrument and documentation.** Submit an assessment tool that you have developed for your target language along with materials explaining when, why, and how you developed this tool and how it would be used. Include both the materials that would be provided to students and the documentation that explains these assessment materials to other educators.	FLT 808 Assessment

Culture / Intercultural Competence Evidence		
8	**Intercultural Activity Design.** Submit an activity plan and a narrated presentation (video and slides) in which you describe an activity for the FLT classroom that develops cultural awareness and intercultural skills. Include a well-articulated rationale, objectives, and procedures for this activity as well as handouts or other related materials.	FLT 815 Culture and Intercultural Competence
Research Experience and Ethics Training		
9	**Research Proposal or Project.** Submit the proposal or project that you completed in FLT 860 F/SLA demonstrating your understanding of research into second language acquisition. Also include at least one other assignment of your choice that involved the collection and analysis of data. Locate your CITI certificate demonstrating completion of Responsible Conduct of Research (RCR) training and share it on your site.	FLT 860 and other courses
Professional Experience		
10	**Resume or CV.** Include a revised resume or CV that is appropriate for your experience and professional goals.	FLT 817 Program Dev & Admin
Language Proficiency Evidence		
11	**Oral Proficiency Interview (OPI)** from Language Testing International or other evidence of language proficiency. If your target language is your native language, then you do not need to submit a standardized evaluation of your proficiency, but you may include TOEFL or IELTS results. On the Proficiency page, we recommend that you include a brief narrative of your language learning experience and describe any evidence of proficiency that you are providing.	Results of proficiency examination completed before or during the MAFLT Program
Experiential Module		
12	**Experiential Module Materials and EM Reflective Essay.** Present your EM on your site appropriately, depending on the type of EM that you completed. Provide a description of your Experiential Module(s), including how the module expands on your coursework and aligns with your career plans. Summarize what you did and why on the relevant web site page. Attach or include links to any outcomes of your EM that can and should be shared, such as teaching materials, course syllabi, presentations, blogs, assessment tools, etc.	FLT 885 Experiential Module
Other Materials		
	The portfolio allows space to include materials you have created in your FLT coursework that are not listed above but would, from your perspective, make valuable additions to your portfolio. The course materials and other students' portfolios will demonstrate possible choices for this section.	Any FLT courses or other language teaching materials

If you transferred courses into the MAFLT Program or for other justifiable reasons did not complete the requested materials during your FLT courses, it is your responsibility to contact your instructor, discuss alternative content that can demonstrate your proficiency in the relevant domains, and provide those materials via D2L and on your website.

Optional Materials

This list of requirements outlines the minimum documentation that you should include in your syllabus. If you would like to add other materials that you have created during the MAFLT or in your practice as a language teacher, feel free to do so. Simply keep in mind the **internal** and **external** purposes of the portfolio, as discussed above. If you are not sure what to include or how to present a component, contact your portfolio mentor.

New Material for the Final Portfolio

In order to present the materials in your final portfolio effectively and reflect on your experience in the program, you will create the following documents while enrolled in FLT 898:

- **Portfolio Inventory & Checklist.** This checklist is a form that appears on your site while it is "under construction" but will not be included in the final version of your portfolio. It should be updated to reflect your progress on the portfolio and the specific materials that you have chosen to include (i.e., specific titles, topics, etc.).
- **Portfolio Text** Throughout your portfolio, you will need to add headings and text that explain the content of each page to your visitors and to guide them to view and access materials in the way that you intend. The Introduction and About Me texts will also be submitted to D2L Assignments so that we can make sure the first text that visitors see has received careful revision and proofreading.
- **Teaching Video (if not already recorded)** Your Teaching Video should include about 15 minutes of actual classroom instruction. It should be stored online and embedded in your site. You should explore tutorials and guides for the platform of your choice to learn about how videos will appear when embedded. If you do not include a video, consider other options for demonstrating your teaching ability and approaches to visitors, such as a screen capture video of online instructional materials you have created and/or a collection of photos with descriptions of the classroom space and events. Remember you will need permission if you show students' faces in the video or other materials.
- **Program Reflective Essay:** (not to be confused with the EM reflective essay) The Reflective Essay is a separate document that will be created this semester and submitted via D2L. There is a Guidelines document for this essay in D2L. When submitting your ePortfolio, you should embed the Reflective Essay as directed in the model site so that reviewers can find it easily. These reflections are really for internal purposes, though, so you can remove it before you publish your site for public viewing.

The Model Portfolio provides some guidance on each page, including where and what text would be appropriate. As you work on your portfolio throughout the semester, consider how you can help your audience to easily understand and appreciate what you have included. If you are building your portfolio from the template site, make sure that you delete all the instructions and placeholders from the template as you complete each page.

Portfolio Design Guidelines

General Guidelines on Revising and Uploading Documents

The majority of the materials that you submit in your portfolio will have already been created during other MAFLT courses. The exceptions to this are your portfolio introduction and your portfolio reflective essay. When you prepare documents for the portfolio, keep in mind that the audience for these texts may now be much wider than only MAFLT faculty. The following recommendations are intended to help you share your materials appropriately for the purposes of faculty feedback, portfolio evaluation, and public sharing of your finished site.

- **Sharing and Submitting Portfolio Items:** Portfolio materials be shared with your portfolio mentor in your shared folder linked to Microsoft Teams while they are "works in progress" and when you are seeking input. However, submitting materials means that you have both **uploaded them to D2L** Assignments folders in the FLT 898 course and **added them to your portfolio website** through adding text to the web page, adding a link to the document in a shared folder, or embedding the document from a shared folder. Please make sure that you have adjusted the sharing settings on the folder and the documents appropriately for "anyone at MSU with the link"!

- **Revisions and Public Versions:** Documents should be clean, presented in a professional manner, and revised as needed. Specific course information (such as "FLT 807" on your teaching philosophy) will not be meaningful to external readers in the headings or body of the paper, so you should refer to the courses by name. Adding cover pages is optional. Your reflective essays, the Program Reflective Essay and the EM Reflective Essay, should be included in your site until after faculty have reviewed it. After that, they can be removed from the site before it is fully published on the web.

- **Audience awareness:** The reader needs to be able to understand what you did and what it means. If you refer to a specific MAFLT course, assignment, or procedure in your text, outsiders may not recognize its nature or significance. Either remove these references or add more explanation. That said, readers should recognize terms and concepts from the field of language learning and teaching, and your awareness of research-based concepts and practices will help to convey your expertise to these readers.

- **Security and Ownership:** Keep security in mind as you revise and share materials. You want to be comfortable sharing all of this content on a publicly available website. If you do not want your address, student information, or other details to go out to the world, then be sure to remove them from these documents. Also, consider your file format. When you add documents to your website, it will be more difficult for outsiders to download and make unauthorized use of your work if you save your documents as PDFs.

- **Publishing Your Finished Site:** Finished portfolios should be published on your selected platform so that you can use them beyond the program. You can continue to add to it, remove from it, or modify it after that time. However, please keep in mind that we will also link to your portfolio from the MAFLT website and direct other students, alumni, and visitors to it. If your site will no longer be recognizable as a MAFLT Portfolio, then consider creating a separate site. We are proud of your work and want to be able to share it after you graduate!

Portfolio Design Resources

The course materials provide some guidance on methods for designing your portfolios, but you are encouraged to look for instructional materials on web design at these sites and on sites such as eHow.com, About.com, etc.

Google Sites Portfolio Template:
https://sites.google.com/msu.edu/maflt-model-portfolio/home

Google Sites Learning Center:
https://apps.google.com/learning-center/products/sites/get-started/

ePortfolio at MSU: http://help.d2l.msu.edu/node/4396

General Web Authoring Advice:
https://websitesetup.org/

MSU Commons – Platform and Repository
Introduction to the Commons: https://support.mla.hcommons.org/getting-started/
Create an Account on MSU Commons: https://faq.lib.msu.edu/commons/faq/298010

WordPress | Learn WordPress
https://learn.wordpress.org/

WordPress | Beginner's Guide
https://www.wpbeginner.com/

Review Process for Portfolios

The examination committee will consist of two MAFLT faculty members who will review the portfolio according to the MAFLT Portfolio Evaluation Rubric. They will recommend a result of HIGH PASS (4.0), PASS+ (3.5), PASS (3.0, 2.5, or 2.0), or FAIL (1.5, 1.0, 0.0). A high pass will be granted when the portfolio is complete, the web site is well-designed and presented, the individual materials are complete and revised, and the student has maintained communication with the portfolio advisor and met all deadlines. Students who miss more than one of the major deadlines above or who do not revise their portfolios according to feedback will not be considered for a High Pass. A Fail would indicate that the portfolio was incomplete or not submitted.

The tentative grade will be communicated to the student approximately one week after the due date for committee review. Students should revise the portfolio based on this feedback, which may result in an adjustment to the portfolio grade. If a student still does not earn a passing grade, she or he must enroll in FLT 898 again in the following semester in order to fulfill the requirements for graduation. A candidate who fails the portfolio exam may retake it only once, and this retake must occur during the following semester. A second failing grade will lead to dismissal from the MAFLT program with no degree awarded.

Completion of the Course and Graduation from the MAFLT

In order to graduate from Michigan State University with your graduate degree, you must apply to graduate at the beginning of your final semester (that should be now). Information about how to apply and about MSU Commencement ceremonies can be found on this page:

<p align="center">Advanced Degrees | Commencement (commencement.msu.edu)</p>

If you do not complete the requirements of the Final Portfolio prior to the date of Final Portfolio Evaluation, you will receive a deferral (DF) in place of a grade for this course until the portfolio requirements are satisfied. This situation will not prevent your graduation, but it is likely to delay your graduation and receipt of your diploma.

The current design of FLT 898 and the guides for completing your website provided in the course are intended to help you stay on track and complete the website on time and at a high level of quality. Please strive to adhere to the due dates throughout the course and to communicate effectively with your instructor and peers so that you can reach these goals and graduate at the expected time.

The content below this point is the general syllabus content that appears in FLT courses, as updated for Spring 2023. You should already be familiar with this content, and some of it does not apply in FLT 898. For example, I will not assign new grades for components you have submitted in prior courses.

Class Policies and Expectations

Course modules and participation

As mentioned above, this course consists of 6 modules. In addition, the course begins with an introductory unit called Module 0. Beginning with Module 1, the due dates for this course will be every other week on Thursdays at midnight (technically, 11:59 p.m. in Eastern time or your time zone if later).

Communicating with your instructor and peers

Because this class is online, our communication by internet and phone will be very important. We will use the following three methods of communication as the semester goes on, and further training will be available in the course, via D2L and Spartan365 apps. Guidance on these tools and how to use them on your devices is provided below in the section **Technology for this Course**, in our course materials (see **Module 0**), and in the general tutorial materials for MAFLT Students: <u>MAFLT Tutorials Hub (michiganstate.sharepoint.com)</u>.

- **Activity Feed and updates in D2L** (<u>d2l.msu.edu</u>) > Course Home page;
- **Microsoft Teams** (<u>teams.microsoft.com</u>) > Team for FLT 817 FS22; and
- **SpartanMail/Outlook email** (<u>http://spartanmail.msu.edu</u>).

Announcements and Notifications: Each week, you will see an announcement via **D2L Activity Feed** when new modules and major updates are released. Additional reminders, follow-ups, responses to questions that are relevant to multiple people, and links to files and other materials available via Spartan365 apps may be shared via **Teams**. D2L can also send out a wide range of automated notifications. Some of these are more useful than others. You should customize and update your notifications in D2L and Teams each semester. **Teams** also serves to connect other apps including OneNote, Stream, and SharePoint. You can also contact your classmates and instructor individually via Teams chat.

Individual Communication via D2L, Teams, and Email: When I send email to you, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). We do NOT use the internal email tool in D2L. In some cases, email is important because it creates a record of the interaction. Invitations via Outlook and automated notifications from D2L will also go to your email. If I email you, please take the message seriously and reply promptly and as directed. Once the course begins, we will primarily rely on **Microsoft Teams** for communication and collaboration on tasks and materials.

Virtual Meetings: We use the video meeting tool in **Microsoft Teams** or **Zoom** (<u>http://msu.zoom.us</u>) 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. This software allows for real-time communication and sharing of our computer screens. The meeting ID and link will be provided in the invitation to each class virtual event. Live participation is preferred, but you will be able to access recordings, transcripts, and materials afterward.

Making Appointments: Throughout the semester, office hours are available by appointment. The default appointment length is 30 minutes. Appointments can take place by phone, but virtual meetings are preferred. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, go to the following site (link also on our D2L home page) and select at least two separate times.

Please strive to make these appointments *at least 24 hours* in advance. If no times are available that work with your schedule, update your Calendar in Outlook or Teams and contact me. You will receive an automated confirmation and reminders from OnceHub, and I ask that you also follow up via **Teams** chat to confirm the topic and the location (assume that the default platform is Teams).

Collaboration on Group Assignments. In some cases, you may be asked to collaborate with classmates on a group assignment. For that to work well and serve its purposes, you will need to discuss roles, responsibilities, and the logistics of communicating and collaborating with your group members. I rely on you as adults to do so in a professional manner. If you choose not to collaborate, or if you are not contributing sufficiently to your group, you will be expected to fulfill the project requirements individually, without the benefit of peer input, feedback, and sharing of the workload.

Due dates, late assignments, and extension requests

The schedule for the course including due dates for all weekly tasks and major assignments is available here in the **syllabus** and on the **D2L Assignments** page and will be reflected in the **D2L Calendar**. You are responsible for turning in all assignments on time, including discussion posts, scaffolding tasks, and major assignments. I recommend that you read through the instructions for each module as soon as it is released and allocate time to complete weekly tasks and work toward upcoming major assignments.

Late assignments will not be accepted unless you **contact me via email** to request an extension. Because we cannot always anticipate when a crisis will occur, I will honor the extension request if that email is sent **within 48 hours** after the assignment is due. However, I will deduct 10% from the assignment score for each day from the due date until the assignment is submitted. If you do not request and receive an extension for a late assignment within 48 hours after the assignment is due, I reserve the right to refuse acceptance of that assignment entirely. Also, if late assignments become a pattern, I will no longer grant extensions.
After the second extension request, any late assignment will get an immediate 50% deduction. This policy is in place so that I can continue to support and respond to your work and your classmates' work in a timely manner.

In the case of medical emergencies (for you or someone who depends on you), natural disasters, documented equipment failures, and other unforeseen and unpreventable crises, the deduction (10% per day) and the limit on the total number of extensions (2 per semester) can be waived. I am willing and able to help you if you communicate with me promptly.

Withdrawal policy if you decide to drop the course

If you decide to withdraw from the course for any reason, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The MSU deadlines to drop courses and avoid penalties are very strict. You have about three weeks to drop a course and receive a refund. You have until the mid-point of the semester to drop the course without impacting your GPA (it will appear as W on your transcript). These dates are listed in the MSU Schedule of Courses, which you can access by going to **Class Search** in the **Student Information System** (https://student.msu.edu). You may also find these

dates on the MAFLT website's Semester Updates post for the current semester, available here: https://maflt.cal.msu.edu/semester-updates.

Further information is available from the MSU Office of the Registrar: Programs and Policies. For further guidance on policies and procedures, see the **Program Handbook** (MAFLT Website and Students SharePoint).

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.

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.

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.*

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. Guidance on learning academic style and format is provided in each FLT course and in the general program materials. See D2L, our Spartan365 shared files, or this folder in the MAFLT SharePoint files:

Documents > All Course Resources > <u>Academic Writing Help</u>

Templates and worksheets are provided for you for many assignments. When worksheets include space for your name, date, etc., you do not need to add an additional heading. All other papers should include an appropriate heading and file name. 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.

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. Your attention to these details is appreciated because it smooths the process of managing paperwork and feedback.

WRONG:	AssignmentTitle_LastName.docx
WRONG:	FLT817_AssignmentTitle.docx
WRONG:	LastName_FLT817_AssignmentTitle.pdf
RIGHT:	**LastName_FLT817_AssignmentTitle_Draft.docx**

4. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder 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 D2L Discussions or via Microsoft Teams. Nevertheless, course credit will be based on your submissions in D2L Assignments.

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. **Citing Sources in All Course Assignments:** When any assignment includes references to published works of any kind, you must use appropriate practices and format to identify the source of that material. In our field, we use the following style guide: *Style Guide of the American Psychological Association* (7th Edition). 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.

<div align="center">

APA 7th Style: apastyle.apa.org/style-grammar-guidelines

</div>

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 the *APA Style Guide* 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.**

6. **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 or the markup tools in D2L to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Assignments folder where you submitted the task. When I return documents to you with my feedback, the file name will include the tag "Comments." It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

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

Student Support Resources from the MAFLT Program

The MAFLT Program provides extensive resources to help students understand program and university policies, participate fully and effectively in FLT courses, and thrive as graduate students at MSU. Anyone can access these resources on our public website:

- **MAFLT Website:** Information for anyone at MSU or beyond

- Current Students: https://maflt.cal.msu.edu/current-students/
- Faculty and Staff: https://maflt.cal.msu.edu/faculty/
- Help and FAQs: https://maflt.cal.msu.edu/faqs/
- Projects and Outcomes: https://maflt.cal.msu.edu/projects/

The following resources are available to all students in our programs. If you are enrolled in FLT courses but not officially enrolled in the MAFLT or FLT Certificate, we will give you access to our internal platforms upon request.

- **MAFLT Community site in D2L:** Homepage - MAFLT Community (d2l.msu.edu)
  - Orientation Modules – Review to find guides and links to resources
  - Click Content to access other folders on Experiential Modules, Final Portfolios, etc.
- **MAFLT Students in the Microsoft "ecosystem":**
  - **Teams** group: MAFLT Students - General
  - **SharePoint site** for this Team with many useful links to forms, documents, and help resources: michiganstate.sharepoint.com/sites/MAFLT
  - **OneNote notebook –** includes an always-growing collection of advice, resources, answers to FAQs, and links – access via Teams or SharePoint or click here: MAFLT Students Notebook
  - **Documents > All Course Resources** – access shared files relevant to all FLT courses via Teams or SharePoint or click here: All Course Resources

Most importantly, the policies, procedures, and guidelines that pertain to students in our programs and to all graduate students at MSU are provided in the program handbook, available at the link below and also provided in the shared files for this course:

Foreign Language Teaching Graduate Program Handbook
https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Program-Handbook.aspx

As of 2023, the Program Handbook also includes an Appendix that serves as a guide to each of the following topics. You can find each of them at the link above. Please refer to them as you proceed through the semester.

- **Appendix B: FLT Course Policies and Procedures**
- **Appendix C: Academic Writing (including style, format, and avoiding plagiarism)**
- **Appendix D: Technology in FLT Courses**

University Policies and Procedures

In addition to the guidelines and procedures discussed above, all FLT courses are governed by MSU policies and procedures for graduate students. Explanations of these policies and links to the relevant university websites and documents are provided in the Foreign Language Teaching Graduate Program Handbook. The sections below are excerpts from the University Policies and Procedures section of the Handbook, where you can find details under the same headings.

Integrity and Safety in Research and Creative Activities (p. 35-37)

All MSU students are expected to maintain a high standard of conduct and integrity in their academic work and in their interaction with their peers, their faculty, MSU staff, and others they may encounter through MSU activities. Upholding the Spartan Code of Honor should be a priority throughout the program:

The Spartan Code of Honor Academic Pledge

spartanexperiences.msu.edu/about/handbook/spartan-code-of-honor-academic-pledge

> *As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.*

Academic Integrity

Students are expected to follow the University requirements for academic integrity outlined in the document *Guidelines for Integrity in Research and Creative Activities* (see http://grad.msu.edu/publications/docs/integrityresearch.pdf).

Procedure for Dealing with Academic Dishonesty

Any graduate student in the MAFLT Program or Certificate at MSU who is discovered to have plagiarized or falsified data will be dismissed from the program. Within the MAFLT Program, the procedures for dealing with academic dishonesty are as follows:
- Any suspected instance of a violation of academic integrity by a graduate student will be reported to the MAFLT Program Director.
- The instructor may give a failing grade to the student on the assignment or for the course.
- Any graduate student in the MAFLT Program who is discovered to have plagiarized or falsified data will be dismissed from the program.

Policies Regarding Security and Privacy of Student Data (p. 37-39)

Institutional Data Policy

As a member of the MSU community, students have access to data about the institution and its members. The University has expectations in terms of how it expects its members to be responsible in handling this data.

https://tech.msu.edu/about/guidelines-policies/msu-institutional-data-policy/

Student Life Policies and Resources (p. 39-41)

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: <u>Diversity and Inclusion Opportunities.</u>

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: <u>http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp</u>).

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 <u>http://www.rcpd.msu.edu</u>. 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 your instructor 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: <u>http://www.rcpd.msu.edu/Awareness/Home</u>.

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" (<u>caps.msu.edu/about-us/index.html</u>).