DESCRIPTION AND OBJECTIVES
This graduate course is for world language education professionals attending the 2019 Michigan World Language Association Conference who wish to further develop their pedagogical knowledge and teaching practices.

By the end of the course, it is expected that you will be able to:
- describe and evaluate professional development activities offered at the Michigan World Language Association (MIWLA) conference
- prepare an action plan to implement knowledge gained through these activities in your teaching or career
- identify and evaluate resources for your continued professional development in world language education
- prepare an action plan for your continued professional development as a world language educator

Course objectives will be met by attending the Michigan World Language Association conference and completing post-conference work.

CREDIT
Upon successful completion of the course, you will receive one (1) graduate credit awarded by Saginaw Valley State University’s College of Education. Saginaw Valley State University is accredited by the Higher Learning Commission (HLC). SVSU’s College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The course grade and credit will be recorded on an official transcript that can be obtained from the SVSU Registrar.

This course will not be substituted for a regularly designated course in an SVSU degree program. If you are pursuing a degree program at SVSU, prior to registration for credit, please contact your advisor to determine whether this course will count towards your degree program.

LOCATION
The MIWLA conference will be held at the Lansing Center in Lansing, Michigan October 24-25, 2019. Post-conference work will be completed online using the Canvas learning management system. There will be no face-to-face meetings for this course.
REQUIREMENTS

1. Before the conference
You must register and pay for this course with SVSU either before attending the MIWLA conference, or on-site at the conference Thursday, October 24 from 7:00-7:50 a.m.

2. During the conference
While at the conference, you must attend and document a **minimum of 15 hours** of professional development and networking events as listed below:
   - Sessions and/or workshops (Thursday and Friday, 11 hours)
   - Keynote address (Thursday, 1.5 hours)
   - University networking reception (Thursday, 1.5 hours)
   - Evening cultural or networking activity (Thursday, 1 hour)

3. After the conference
Prepare and submit a written assignment including the following components. Detailed instructions for the assignment will be provided on Canvas.
   - A description and evaluation of each of the sessions, workshops, and events attended during the conference
   - An action plan to implement knowledge gained through these activities in your teaching or career
   - An action plan for your continued professional development that identifies and evaluates professional development resources for world language professionals

REGISTRATION AND FEES
You must register with both SVSU (credit provider) and MIWLA (conference provider).

**IF YOU REGISTER BEFORE OCTOBER 24:**

1. Register for the SVSU course.
Register by printing and completing the form at [miwla.org](http://miwla.org) under Professional Development/Earn Graduate Credit. Mail with a check payable to Saginaw Valley State University for $626.75 (one graduate credit hour) to:
   - Anne Reittenbach
   - College of Education
   - Saginaw Valley State University
   - 7400 Bay Rd.
   - University Center, MI 48710

2. Register for the MIWLA conference
Become a MIWLA member (required for registration) and register by October 1 at [miwla.org](http://miwla.org). After October 1, become a member and register for the conference on-site at the Lansing Center.
   - Membership fee: $20 students and retirees; $40 regular
   - Registration fee: $90 by October 1; $115 on-site
   - MIWLA offers grants to defray conference attendance costs. More information is at [miwla.org](http://miwla.org).

3. Check in with the instructor.
In order to receive materials and instructions necessary to complete the course, you must check in with the instructor, Dr. Julie Foss. Check in before October 24 by email at [jfoss@svsu.edu](mailto:jfoss@svsu.edu) (preferred), or in person at the conference on Thursday, October 24 from 7:00-7:50 a.m. at the table across from the on-site registration desk.
**IF YOU REGISTER ON SITE AT THE CONFERENCE:**

1. **Register for the SVSU course.**
   On-site course registration will be available Thursday, October 24 from 7:00-7:50 a.m. Bring the completed registration form found at [miwla.org](http://miwla.org) under Professional Development/Earn Graduate Credit and a check payable to Saginaw Valley State University for $626.75 to the table located across from the on-site conference registration desk. The instructor will be present to accept your registration materials and to provide you with materials and instructions necessary to complete the course.

2. **Register for the MIWLA conference.**
   Become a MIWLA member and register for the conference at the on-site registration desk.

**IMPORTANT DATES**
- September 10, 2019: MIWLA Conference Attendance Grant applications due (optional)
- October 1: MIWLA conference early registration deadline; online registration closes
- October 24, 7:00-7:50 a.m.: SVSU course registration and payment deadline
- October 24-25: MIWLA conference
- April 1, 2020: Written coursework due
- By May 1: Instructor submits course grades to SVSU Registrar

**EVALUATION/GRADING**
- This course is offered as Pass/Fail (P/F).
- All course requirements listed above must be completed to receive a grade of P. Failure to complete any of the requirements will result in a grade of F.
- Written work will be evaluated using the rubric on page 4. In order to receive a grade of Pass, written work must receive a rating of “exceeds expectations” or “meets expectations” for 4 of the 5 evaluation criteria.
- Late work will not be accepted except in extraordinary circumstances at the instructor’s sole discretion.

**ACADEMIC INTEGRITY**
Scholarly honesty is expected for all student work in accordance with SVSU’s Code of Student Conduct. Students who cheat (receive or give unauthorized help on tests or assignments) or engage in plagiarism (present another person’s work as their own) or other academic dishonesty will receive a grade of F for the course and their case may be referred to the Office of Student Conduct.

**OTHER**
- If you have a documented disability that may affect your performance in this class, please contact the instructor when you register to discuss your needs, and contact SVSU’s Office of Disability Services for assistance.
- Please do not hesitate to contact the instructor with any questions or concerns about the class or your progress.
## EVALUATION RUBRIC, WRITTEN WORK

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<th>Criteria</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
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<tr>
<td><strong>Required components</strong></td>
<td>Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.</td>
<td>Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.</td>
<td>Response is missing components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are addressed minimally or not at all.</td>
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<td><strong>Depth of reflection and personalization</strong></td>
<td>Response demonstrates in-depth reflection on and personalization of information gained from conference attendance. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</td>
<td>Response demonstrates a general reflection on and personalization of information gained from conference attendance. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</td>
<td>Response demonstrates minimal or a lack of reflection on and personalization of information gained from conference attendance. Viewpoints and interpretations are often unsupported. Examples, when applicable, are not provided or are irrelevant to the assignment.</td>
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<td><strong>Description and evaluation of experiences and resources</strong></td>
<td>Description of conference activities and professional development resources is rich and detailed. Evaluation of activities and resources reflects critical analysis and synthesizes information from multiple sources. Implications of these professional development experiences and resources for the respondent's overall teaching practice are thoroughly described.</td>
<td>Description of conference activities and professional development resources provides sufficient detail for the reader to conceptualize them. Evaluation of activities and resources often reflects critical analysis and synthesizes information from multiple sources. Implications of these professional development experiences and resources for the respondent's overall teaching practice are described.</td>
<td>Description of conference activities and professional development resources is minimal or absent. Evaluation of activities and resources reflects superficial or no critical analysis and/or does not synthesize information from multiple sources. Implications of these professional development experiences and resources for the respondent's overall teaching practice are minimally described or not described.</td>
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<td><strong>Action plans</strong></td>
<td>Action plans are specific and detailed, including a timeline and steps required for implementation. Respondent articulates specific, measurable goals that the plans are intended to achieve. Plans are realistic in nature, scope, and purpose; it is highly likely that they could be implemented in order to achieve these goals.</td>
<td>Action plans include a number of specifics and details, including major steps required for implementation. Respondent articulates specific goals that the plans are intended to achieve. Plans are realistic in nature, scope, and purpose; it is likely that they could be implemented in order to achieve these goals.</td>
<td>Action plans lack specifics and details. Respondent does not articulate goals that the plans are intended to achieve, or the goals are non-specific. Plans are unrealistic in nature, scope, and/or purpose; it is unlikely that they could be implemented, or that they would achieve any goals that are articulated.</td>
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<td><strong>Writing and mechanics</strong></td>
<td>Writing reflects careful preparation, proofreading, and revision. Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.</td>
<td>Writing reflects preparation, proofreading, and revision. Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. Some infrequent mechanical and/or grammatical errors that do not distract from the message being communicated may be present.</td>
<td>Writing reflects minimal or a lack of preparation, proofreading, and/or revision. Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. Mechanical and/or grammatical errors are frequent, and frequently distract from the message being communicated.</td>
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