**WAYLAND BAPTIST UNIVERSITY**

**EDLI 4328 Language Acquisition**

**Spring II 2024**

WBU Online

Wayland Baptist University Mission StatementWayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

Course NameEDLI 4328 Language Acquisition

Term and YearSpring 2, 2024

InstructorDr. Pilar Moreno-Recio

Phone  
Cell: (903) 245-6498

E-mailpilar.moreno-recio@wayland.wbu.edu

Catalog Description  
**EDLI 4328. Language Acquisition -** Examines the process of learning and using a second language focusing on the relationship between language and literacy acquisition of English language learners. Theories and models of second language acquisition (SLA). Emotional, social and intellectual implications of the process of learning a second language while maintaining the first. Analyze and compare first and second language acquisition and apply strategies related to second learning in a cross-cultural setting. Prerequisite(s): [EDLI 4345](https://catalog.wbu.edu/content.php?filter%5B27%5D=EDLI&filter%5B29%5D=4328&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=86&search_database=Filter#tt791).

Required Textbook and Resources  
Peregoy, S.F. and Boyle, O.F. *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (2017). Seventh Edition. ISBN 9780134014548.

6 HOURS OF FIELD EXPERIENCE REQUIRED

See log and reflection journal at the bottom of syllabus

Course Outcome CompetenciesUpon the conclusion of this course, students actively engaged in learning will be able to:

1. Understand fundamental language concepts and know the structure and conventions of the English language.
2. Understand the processes of first-and second-language acquisition and use this knowledge to promote students’ language development in English.
3. Lead second-language learners and others to a better understanding of concepts related to the structure and conventions of the English language.

The more the student puts into the course, the higher his or her outcome competencies will be.

# Attendance Policy

Because this is an online course, absences are not recorded. However, course participation is expected and students must designate time each week to complete required readings, discussions, and tasks. No late work is accepted. With the exception of the first and final weeks, all assignments are due on Sunday evenings at midnight, CST. All assignments are submitted through Blackboard.

# Provisions for Special Needs

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

# Plagiarism Policy

Intellectual integrity and truthfulness are fundamental to scholarship. Plagiarism is a form of cheating. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased or when a student takes credit for another person’s work. Plagiarism may result in an “F” in the course or expulsion from the class or the University.

Makeup/Late work Policy:All assignments are due as scheduled. If, for some unforeseen reason, a student is not capable of meeting the deadline, the professor needs to be notified prior to assignment being due/arrangements must be made with the professor. No points will be deducted from the assignment if the reasons are acceptable to the professor. If an assignment is late because of negligence of the student such as no communication, 3 points per day late will be deducted from the assignment grade.

Participation Policy: Students are expected to submit class assignments with punctuality and to participate actively in class discussions. Students are encouraged to communicate promptly with the professor in case of an unavoidable delay in order to keep pace with the requirements of the course. You are training to be a professional. If you wouldn’t use the excuse on your boss or principal, don’t use it as excuse for this class. You will never be better as a teacher than you are a student.

# Evaluation Scale

450-500 points = A\*

400-449 points = B\*

350-399 points = C\*

300-349 points = D\*

0-299 points = F\*

**\*NOTE:** Field experiences (6 hours) must be completed and documented as described in Blackboard to receive a passing grade for EDLI 4328. This is a requirement for the WBU School of Education. If field experience is not correctly documented and turned in by the end of week 8, you will receive a grade of F.

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

# Course Outline- Subject to Change

| **WEEK** | **Readings** | **Assignments-**All assignments (except where noted) are due by Sunday by 11:59 p.m. each week. |
| --- | --- | --- |
| 1 | **“**His Name is Michael”  **Chapter 1-**Who are our English Language Learners? | Introductory discussion board (10 pts)  **DO REQUIRED FIRST ASSIGNMENT** |
| 2 | **Chapter 2-**Language and  Language Acquisition | Discussion board 2 (10 pts) |
| 3 | **Chapter 3-**Classroom Practices for Effective English Learner Instruction  Selected Articles | Discussion board 3 (10 pts)  Article summaries |
| 4 | **Chapter 4-**New Literacies and  English Learners | Countdown Paper (50 pts) |
| 5 | **Chapter 5-**Oral English  Development  **Chapter 6-**English Learners Beginning to Write and Read | Sample Classroom Strategy (50 pts)  Lesson Plan 1 (50 pts) |
| 6 | **Chapter 7-**English Learners’ Vocabulary Development | Classroom Scenario (50 pts)  Discussion board 4 (10 pts) |
| 7 | **Chapter 8-**English Learners and  Process Writing,  Literature Instruction  **Chapter 9-**Content Reading and Writing | Stages of Acquisition Chart (50 pts)  Discussion board 5 (10 pts) |
| 8 | **Finals Week** | EDLI 4328: Lesson Plan 2 (100 pts)  Final Exam: Reflection and strategic plan (100 pts) |