



TSL 4251
Applying Linguistics to ESOL Teaching & Testing
81309 001
Fall 2026

Instructor Name

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University Course Description

This course provides an overview of the components of language, linking them to methods and techniques of providing comprehensible instruction to English learners (ELs). Designed for pre-service and in-service teachers, this course supports the development of literacy skills geared toward appropriate pedagogical practices for the instruction of ELs in the U.S. Field experience required.

Course Requisites

Prerequisite(s):

(TSL 4080 Minimum Grade: C)

Corequisite(s):

Course Format

Online - Asynchronous

Student Learning Outcomes

Students will be able to:

- demonstrate an understanding of the subfields of linguistics (*phonology, morphology, semantics, syntax, and pragmatics*) and implement strategies to guide ELLs' academic development and language proficiency (ESOL CU.1, ESOL AI.1).
- describe how language follows rules and patterns (language as a system) to support language acquisition for ELLs at varied levels of proficiency (AL.1).
- implement evidence-based instructional strategies, aligned with Florida's statutes and regulations, to support ELLs in learning grade-level academic content using language supports tailored to their English proficiency levels (MT.1, MT.2, MT.3).
- design lessons and use technologies and benchmarks-aligned instructional resources (aligned to what students are expected to know and do at grade level expectation) to support ELLs at varied levels of proficiency (CM.1, CM.2).
- analyze assessment data to choose effective instructional approaches, select appropriate scaffolds, guide differentiated instruction, provide corrective feedback, and use assessment tools to monitor student progress and learning gains (TE.1, TE.2).
- apply **arts-integrated** materials and techniques to design strategic multilingual, multicultural learning environments/lesson plans.

Course Objectives

1. Demonstrate understanding of the subfields of linguistics—phonology, morphology, semantics, syntax, and pragmatics—and apply

instructional strategies that support English learners' academic development and language proficiency.

2. Describe language as a rule-governed system and explain how its patterns support second language acquisition across varying proficiency levels.
3. Implement evidence-based instructional strategies aligned with Florida statutes and regulations to help English learners access grade-level academic content using appropriate language supports.
4. Design lessons and select technologies and standards-aligned resources that meet grade-level expectations and support English learners at varied proficiency levels.
5. Analyze assessment data to inform instructional decisions, select scaffolds, differentiate instruction, provide corrective feedback, and monitor English learners' progress using multiple assessment tools.

Required Texts and/or Readings and Course Materials

Govoni, J. & Lovell, C. (2026). Linguistics for classroom application. (2nd ed.)
Kendall Hunt Publishing.

ISBN: 9798319724458. This **e-book** is available through the USF bookstore *or* directly through [Kendall Hunt](https://he.kendallhunt.com/govoni_lovell) at: https://he.kendallhunt.com/govoni_lovell.

Our text is only available as an e-text.

Supplementary (Optional) Texts and Materials

Other materials and resources available on Canvas.

How to Succeed in this Course

To be successful in this course, you should plan to review materials and textbook readings on a regular basis. Schedule specific times during the week to complete the assignments and discussion postings appropriately. There are links and resources to support your learning on Canvas. You should expect to put in a **minimum of 4-5 hours a week** to be successful in this course (a face-to-face course is equivalent to 3 hours plus time outside of class to complete assignments).

More information on how to be successful is available on a hard copy of Course Syllabus, which is available in our Canvas course under the tab, Syllabus, and will be in a welcome email.

Grading Scale

Scale

Grading Scale	Percentages
	Percentages
94-100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 - 59	F

Grade Categories and Weights

Grade Categories and Weights

Assessments

Assessments	Percentages
Assessment	Percent of Final Grade
*Analysis of an English Language Learner/ Observations	40
*ESOL Infused Lesson Plans	30
Discussions, Assignments, Activities	30
TOTAL	100%

Assessments	Percentages
* CRITICAL TASK = Required to Pass Course * All Critical Tasks require a grade of at least 70% to pass our course, no matter what your final grade is for our course.	

Instructor Feedback Policy & Grade Dissemination

I am available via email and will respond to postings regularly (within 48 hours). It is expected that all students will log onto the course 2-3 times per week. You are required to read and respond to my comments, when necessary, in Comment Box of Canvas tasks/assignments.

Set up Notifications in our Canvas course. Information on how to set up Notifications is available in this link and on Canvas.

In addition, it is suggested to download *the Canvas apps to your mobile device*: <https://itunes.apple.com/us/app/canvas-for-ios/id480883488?mt=8>.

Major Topics and Course Schedule

Analysis of an ELL (*CRITICAL TASK (CT))

You will observe at least one English language learner (ELL) in your **field experience** to engage in speaking, listening, reading, and writing activities. The result will be a detailed report describing the ELL's English proficiency in different modalities and in different subsystems of language (phonology, morphology, syntax, semantics, pragmatics, and discourse). This work will draw on first and second language acquisition, literacy, current ESL research, and instructional strategies. The Analysis will include appropriate use and interpretation of a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform instruction. **This is a required ESOL field experience.**

ESOL Field Experience

ESOL Infused Lesson Plans (*CRITICAL TASK (CT))

Unit-lesson plan with two ESOL-infused lessons. Details are provided on Canvas.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Week Attendance Policy

Attendance-First Week of Classes

Every student must complete the Required Attendance Assignment posted in Module One of the first day of classes. Students who do not complete the required assignment will be automatically dropped from the course. Email the instructor if you have any questions regarding this assignment.

Late Work Policy

Any **assignment** submitted late will have a **10% deduction in grade per day. Four (4) days after the due date, assignments will not be accepted for credit.** Discussion postings must be done in a timely manner. **Discussion postings will not be accepted late** as this is an opportunity for you to review topics with classmates and collaborate with others. Any specific requests for late work must have proper documentation and approval.

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF.

Contact Student Health Services (813-974-2331) for medical guidance and to obtain a *verification of care letter*. ***To be approved for missed classes, late assignments or missed examinations, a verification of care letter must be presented by the student to the faculty member upon return to class.*** The web site is: <https://www.usf.edu/coronavirus/>.

Policies

COURSE POLICIES

All assignments must be completed on time for full credit. CRITICAL TASKS must be successfully completed and uploaded to Canvas for credit.

Course Policies

Grades of Incomplete:

For USF Tampa undergraduate courses and USFSM undergraduate and graduate courses: An "I" grade may be awarded to a student only when a small

portion of the student's work is incomplete and only when the student is otherwise earning a passing grade.

As I am an adjunct professor and I am not sure to be teaching each semester, an Incomplete Grade ("I") is rarely given, and will be granted only at the instructor's discretion when students are unable to complete course requirements due to a medically documented illness or other circumstances beyond their control.

The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

For USF Tampa graduate courses and USFSP undergraduate and graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Rewrite Policy:

Rewrites are entirely offered at the instructor's discretion and only in specific cases (such as profound misunderstanding of assignment); however, only the Critical Tasks may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Essay Commentary Policy:

Commentary on written assignments will be delivered in written format, in the Canvas comments and rubrics. However, upon request, an alternative delivery method can be used. At times, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. All academic written work must be completed using APA formatting. See the hard copy of the Syllabus for links on how to format using APA style if you are a little rusty.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida’s mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Technology:

Email: You will need a USF E-mail address. You can activate your E-mail address at the [UNA – USF](#) Web site.

Canvas Instructure:

Canvas is a Learning Management System which we will use for our course. You can login to Canvas at <http://my.usf.edu> and then click on Canvas. Students are responsible for checking the course Canvas site and university email accounts regularly. These are important communication tools for this course. If you have set your university account to forward to your personal email account, many messages may be missed unless you reset the forward request regularly. See Web Portal information.

You will need a USF NetID for access to Canvas. More information is available on the [Canvas Help](#) site. Please access the tutorials if you have any questions about Canvas (<http://guides.instructure.com/>). If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with

Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous

database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the

homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work

individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at \[usf.edu/student-ombuds\]\(http://usf.edu/student-ombuds\).](#)