



TSL 5242

**Language Principles, Acquisition, & Assessment for
English Learners (ELs)**

81322 001

Fall 2026

Instructor Name

Jane Govoni

University Course Description

This course provides an overview of the components of language, linking them to methods and techniques in 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 5085 Minimum Grade: C)

Corequisite(s):

Course Format

Online

Student Learning Outcomes

Participants completing *ESOL 3* should be able to:

- Demonstrate comprehension, application, and mastery of the subfields of Linguistics by defining, describing, and applying to social and classroom contexts the disciplines of:
 - Phonetics
 - Phonology
 - Morphology
 - Semantics
 - Syntax
 - Discourse and Text Analysis
 - Pragmatics
- Apply their comprehension and knowledge of the subfields of Linguistics to developing, implementing, and evaluating appropriate instruction through:
 - Analyzing authentic oral and written language of ELs (from video- and/or audiotaped oral samples and samples of student writing).
 - Developing a case study describing an EL's language and literacy development, and American cultural competency.
 - Developing lesson/unit plans and assessment measures for a variety of topics with appropriate instructional modifications for ELs.
 - Applying local, state, and national standards and curriculum frameworks to the development of thematic curriculum lessons/units surrounding the contextualization of the four skills, culture, and developmental and cognitive growth.

Course Objectives

The following course objectives are being met in this course:

- **Establish and maintain a professional relationship with an English Learner (EL)** through a minimum of six contact hours distributed across the semester.

- **Collaborate effectively in a small-group setting** to plan, document, and complete a semester-long field-based project.
- **Observe and analyze the linguistic development of an English Learner** using information gathered through sustained interaction and engagement.
- **Apply principles of language acquisition and English learner development** to interpret and evaluate the EL's linguistic growth.
- **Develop a comprehensive analytical report** that synthesizes observations, data, and course concepts related to the EL's language development.
- **Engage in an iterative process of feedback and revision** by completing project components in stages and incorporating instructor feedback to improve the final project.

In addition:

- **Design an ESOL-infused thematic unit plan** that spans one week or longer and integrates language and content objectives within a selected content area.
- **Collaborate effectively in a small group setting** to develop, organize, and present a comprehensive instructional unit that addresses the needs of English Learners (ELs).
- **Develop modified lesson plans and instructional materials** that incorporate appropriate accommodations, scaffolding strategies, and differentiated instruction for multilingual learners.
- **Create and implement scaffolded learning activities** that promote English language development while supporting content-area understanding.
- **Design multiple forms of assessment** to measure both language proficiency and content learning outcomes throughout the unit.
- **Construct a sequence of three lesson plans** representing the beginning, middle, and end of the unit to demonstrate instructional progression and coherence.
- **Develop and curate authentic instructional materials** (e.g., texts, activities, multimedia resources, graphics, photographs, and recordings) that support language acquisition and content mastery for English Learners.
- **Apply principles of culturally and linguistically responsive instruction** to create meaningful and accessible learning experiences for diverse student populations.

Required Texts and/or Readings and Course Materials

Text: “Linguistics for Educators: A Practical Guide”, 3rd Ed., Steven Landon West, International Institute of Language and Culture, Richmond, California. ISBN: 978-0-9778029-2-0

Supplementary (Optional) Texts and Materials

Other supplemental materials listed on Canvas.

How to Succeed in this Course

TSL5242 (ESOL III) is an asynchronous online course. As such, it is key that each person embraces the responsibility for being prepared and for participating in the course. Course objectives will be met through meetings in which students discuss, collaborate on, present, and evaluate course products at various stages of development. Given the fast-paced nature of this course, below I offer a few ground rules to ensure a positive educational experience for all. Here are the expectations for how you as a student can best succeed in this course:

- **Participation.** Participate in the classroom discussion and activities, online sessions, and your own groups. Observe appropriate netiquette at all times.
- **Checking into Canvas.** You are *advised* to checking into Canvas several times during the week. Canvas materials and forums are updated periodically to incorporate new information and additional materials. Be sure your settings are adjusted so that you receive notification of Canvas announcements as they become available. Downloading the Canvas apps to your mobile device is strongly encouraged. <https://itunes.apple.com/us/app/canvas-for-ios/id480883488?mt=8>
- **Communication.** Expect to communicate with other students via email, via Google Docs chat, in your private groups on Canvas, and via discussion board.
- **Official Email.** Use the assigned university e-mail address as opposed to a personal e-mail address and please *check this email regularly*. (I will be sending emails to your official email address on file in Canvas. You may set it so your University emails are sent to your personal e-mail address.)
- **Stay in touch.** Please make note of my email [liontas@usf.edu] and Skype address [[john.liontas1](https://www.skype.com/user/john.liontas1)]. You may also use the Canvas inbox to contact me. *Please feel free to contact me whenever for whatever reason!* Be sure to address technical/personal problems that impact delivery of assignments or participation immediately. You are also welcomed to post any questions, points of clarification, or any other thoughts about the course via the RSS feeds under Announcements or through the inbox on Canvas. You may also request a face-to-face or online office meeting via email, video, or chat.
- **Use your resources.** All members of your classroom community are available to you as your resource in studying, learning, and understanding the course material; call upon us when you need assistance by posting to the discussion board.
- **Task completion.** This is actually very simple—complete all assignments, activities, performance tests, analyses, and postings to receive full credit for the course.
- **Keep up.** This course moves extremely quickly, and it can be difficult to catch up once you have fallen behind.

Grading Scale

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

Grade Categories and Weights

Course Requirements and Grade Breakdown.

EL Analysis (CT)* 30%

ESOL Infused Unit Plan (CT)* 25%

Final Exam (Performance Test) 25%

Activities + Peer Responses 10%

Quizzes 10%

All Critical Tasks (CTs) must be completed on time to receive full credit.

Instructor Feedback Policy & Grade Dissemination

Grades will be posted on Canvas.

Major Topics and Course Schedule

Dates	Modules & Topics	Scheduling & Assignment Deadlines
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Week 1	Introduction Syllabus & Course Policies Language Basics	Start and Complete Week 1 Module 1 Human Language, Linguistics, & Language Basics <u>From Module 1 Online (CANVAS)</u> -About Module 1 -M1 Presentation -Introduction to EL Analysis -Introduction to ESOL Infused Unit Plan

Dates	Modules & Topics	Scheduling & Assignment Deadlines
Week 2	Intro to Language & Linguistics	Complete Week 2 Module 2 – Language Introduction & Intro to Linguistics West - Chapter 1: Linguistics-Why Bother? (pp. 11-28) - Chapter 1 discusses the need for linguistics and what the building blocks of language are. It also offers a brief history of English along with two “Test Your Knowledge” exercises. Course Packet: R. Lippi-Green (pp. 109-121) - This article discusses the myth of non-accent, what accent is, and where accent ends and dialect begins in contrast to L2 accent. Course Packet: Levels of Language Proficiency (pp. 1-4) <u>From Module 2 Online (CANVAS)</u> -M2 Video -M2 Presentation

Dates	Modules & Topics	Scheduling & Assignment Deadlines
Week 3	Phonetics & Phonology	Start Week 3 Module 3 – Phonetics & Phonology (Part 1) West - Chapters 6 - Phonemes (pp. 99-142) - Chapters 6 and 7 discuss the atoms of language (phonemes and allophones) and display of phonemes (phonetics). Chapter 6 offers a detailed overview of how to discern phonemic awareness, how to use minimal pairs and sets to teach the 16 “consistent” and the 8 “inconsistent” consonants of general American English along with the 15 vowels of general American English, and what the difference is between allophones and phonemes is. West - Chapter 7 - Phonetics (pp. 99-142) - Chapter 7 explains why phonemes constitute the “deep structure” of phonology, beginning with phonemics, followed by phonological rules and motor nerve coordination with the vocal tract to attain the “Surface Structure” (Phonetics). Steps in making the 25 consonants of general American English as well as the 12 “pure” vowels and “lesser diphthongs” and the 15 vowels of general American English are also provided. Course Packet: L.H. Small (pp. 145-157) - This article describes the fundamentals of phonetics and provides a practical guide for students. It also offers phonological characteristics of Spanish-influenced English, Asian/Pacific-influenced English, Russian-influenced English, and Arabic-influenced English.

Dates	Modules & Topics	Scheduling & Assignment Deadlines
		Course Packet: E. Gregory (pp. 96-99) - This article describes the extent and nature of the link between word recognition and understanding in learning to read in a new language. It concludes with some useful terms and definitions (e.g., analytic phonics, cluster, digraph, grapheme). Course Packet: J. Labov (pp. 122-144) - This article discusses how phonology may be used in the ESL and foreign language classroom and explores seminal knowledge of phonology and phonetics, including phonemes, minimal pairs, phonological rules, speech organs, teaching consonants and vowels, and miscommunication and pronunciation errors.) Course Packet: A. Akmajian, R.A. Demers, & R.M. Harnish (pp. 158-165) [see also: pp. 5-8 and 15-20] - This article discusses the consonants of American English, the stops, fricatives, affricates, nasals, liquids, and glides, as well as the (short, reduced, long) vowels and diphthongs of American English. <u>From Module 3 Online (CANVAS)</u> -About Module 3 -M3 Presentation -M3 Gaming: Phoneography -M3 Additional Phonology Resources

Dates	Modules & Topics	Scheduling & Assignment Deadlines
Week 4	Phonetics & Phonology, cont.	Complete Week 4 Module 3 – Phonetics & Phonology (Part 2) West - Chapter 2-Morphology (pp. 29-42) - Chapter 2 discusses the internal parts of words (the “Inner World of Words”), the general patterns of word formation, and vocabulary building. Beginning with (free and bound) morphemes, the content words and function words are then presented along with derivational morphemes, lexical gaps, productivity of morphemes, and inflectional morphemes. Review Handout—Phonology & Morphology - Presents additional summative notes of phonology and morphology. Download/Preview Handout Course Packet: L.H. Small (pp. 145-157) and E. Gregory (pp. 96-99) - These two articles describe the fundamentals of phonetics and the link between word recognition and understanding in learning to read in a new language along with phonological characteristics of Spanish-/Asian/Pacific-/Russian-/Arabic-influenced English.
Week 5	Phonetics & Phonology, cont.	Review Week 5 Module 4 – Phonetics & Phonology 3 (Part 3) Review all Week 3 and Week 4 Readings!!!

Dates	Modules & Topics	Scheduling & Assignment Deadlines
Week 6	Morphology	Start Week 6 Module 4 – Morphology West - Chapter 2-Morphology (pp. 29-42) - Chapter 2 discusses the internal parts of words (the “Inner World of Words”), the general patterns of word formation, and vocabulary building. Beginning with (free and bound) morphemes, the content words and function words are then presented along with derivational morphemes, lexical gaps, productivity of morphemes, and inflectional morphemes. Review Handout—Phonology & Morphology - Presents additional summative notes of phonology and morphology. Download/Preview Handout Course Packet: L.H. Small (pp. 145-157) and E. Gregory (pp. 96-99) - These two articles describe the fundamentals of phonetics and the link between word recognition and understanding in learning to read in a new language along with phonological characteristics of Spanish-/Asian/Pacific-/Russian-/Arabic-influenced English. <u>From Module 4 Online (CANVAS)</u> -About Module 4 -M4 Presentation
Week 7	Morphology, cont.	Complete Week 6 Module 4 – Morphology Review all of Week’s 6 Readings!!!

Dates	Modules & Topics	Scheduling & Assignment Deadlines
Week 8	Syntax	Start Week 8 Module 5 – Syntax West -Chapter 3-Syntax (pp. 43-68) - Chapter 3 discusses the “Glue of Phrases and Sentences.” Attention is given to syntactic tree diagrams, subordinate clauses as constituents in sentences, deep structure and its surface manifestations, transformations and their surface manifestations, and deep structure. West -Chapter 4-Verbs, Glorious Verbs (pp. 69-78) - Chapter 4 discusses how verbs are the engines of a sentence, regardless of the language. The vibrancy of English verbs and the hierarchy of English sentences is then presented, followed by the “Dance of the English Verbs.” Review Handout—Phonology, Morphology, and Syntax - Presents additional summative notes of syntax to the previous phonology and morphology handout. Download/Preview Handout Course Packet: S. Nieto (pp. 35-41) and A. Lin (pp. 51-54) - These two articles describe telling tales of becoming biliterate and language learning journeys worthy of critical reflection. <u>From Module 5 Online (CANVAS)</u> -About Module 5 -M5 Presentation

Dates	Modules & Topics	Scheduling & Assignment Deadlines
Week 9	Syntax, cont.	Complete Week 9 Module 5 – Syntax Review all of Week’s 8 Readings!!!
Week 10		
Week 11	Semantics	Start Week 11 Module 6 - Semantics West - Chapter 5-Semantics (pp. 79-98) - Chapter 5 discusses the “World of Meaning” and how meaning is involved at the phonological, morphological, and syntactic level. Attention is given to the two categories that make up the entire lexicon of any language (hypernyms, hyponyms). Nouns and antonyms are highlighted as is the teaching of the –nyms to stimulate metacognitive learning. Metaphors, idioms, and phrasal verbs are also included prior to introducing briefly some key pragmatic constructs. Course Packet: Semantics (pp. 76-85; V. Dragon & C. Fair-Bumbray, pp. 87-95) - These two articles describe telling tales of becoming biliterate and language learning journeys worthy of critical reflection. <u>From Module 6 Online (CANVAS)</u> -About Module 6 -M6 Presentation
Week 12	Semantics, cont.	Complete Week 12 Module 6 - Semantics Review all of Week’s 11 Readings!!!

Dates	Modules & Topics	Scheduling & Assignment Deadlines
Week 13	Pragmatics, Discourse, & Paralanguage	Start Week 13 Module 7 – Pragmatics and Discourse West - Chapter 5 - Semantics: Reread and review pages 88 to 98. - Chapter 5 discusses the “World of Meaning” and how meaning is involved at the phonological, morphological, and syntactic level. Attention is given to the two categories that make up the entire lexicon of any language (hypernyms, hyponyms). Nouns and antonyms are highlighted as is the teaching of the –nyms to stimulate metacognitive learning. Metaphors, idioms, and phrasal verbs are also included prior to introducing briefly some key pragmatic constructs. H.P. Grice Article-Logic and Conversation (pp. 305-315) - This article discusses “Logic and Conversation” as envisaged by H.P. Grice. The content centers on the Cooperative Principle (CP) and the Maxims associated with this model during human conversations. Download/Preview Article Course Packet: Li Wei (pp. 23-34) - This article discusses the dimensions of bilingualism, who is a bilingual, what is in a language, language as a socio-political issue, what it means to be a bilingual, attitude change toward bilingualism, and the communicative, cultural, and cognitive advantages of being a bilingual.

Dates	Modules & Topics	Scheduling & Assignment Deadlines
		Course Packet: F. Grosjean (pp. 43-49) - This article describes bicultural people, bicultural behaviors, and bicultural identity. Semantics and Pragmatics Review Handout - Presents additional notes on Semantics, Semantic Components, Sense Relations, Words and Phrases, Meaning in Context, and Pragmatic Terms. Download Preview Handout <u>From Module 7 Online (CANVAS)</u> -About Module 7 -M7 Presentation
Week 14	Pragmatics & Discourse, cont.	Complete Week 14 Module 7 – Pragmatics and Discourse Review all of Week’s 13 Readings!!!
Week 15	Discourse, Writing Patterns, and Sociolinguistics	Start and Complete Week 15 Module 8 – Discourse, Writing Patterns, and Sociolinguistics <u>From Module 8 Online (CANVAS)</u> -About Module 8 -M8 Presentation Learn all about Discourse, Writing Patterns, and Sociolinguistics, including the seven criteria needed to qualify for discourse. You will also learn about your own linguistic repertoire, reasons behind code switching or code mixing, language maintenance and shift, migrant communities, linguistic varieties and multilingual nations, Pidgins and Creoles, national languages and language planning, planning for national language, regional and social dialects, ethnicity and social networks, and, finally, language change. Activity: 48 Knowledge Checks

Dates	Modules & Topics	Scheduling & Assignment Deadlines
Week 16	Test Free Week & Course Wrap Up	Final CANVAS Class Reflection
Week 16	Finals Week	

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

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 projects 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 Canvas comments and rubrics.

Guidelines

Netiquette Guidelines:

1. 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.
2. 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.
3. 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.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message in focus you allow the readers to easily get your idea or answers they are looking for.
5. 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:

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. 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.
3. 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.

Grades of "Incomplete"

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.

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

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

Visit [USF's genAI website](#), the central hub for information, resources, news, and events related to genAI across the university. Updates will be provided as tools and guidelines continue to evolve.

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.

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- 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.](https://usf.edu/student-ombuds)