



TSL 5085

Theory & Practice in Teaching English Learners

81320 001

Fall 2026

Instructor Name

Dr. John Liontas

University Course Description

This course is designed to prepare teachers to provide linguistical and appropriate instruction, learning opportunities, and assessment for English learners (ELs) in grades P-12. Field experience required.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Online

Student Learning Outcomes

This course meets the *Preprofessional Benchmarks for the Accomplished Practices, Reading Competencies, and 2025 Florida Teacher Standards for ESOL Endorsement*

Upon completion of this course, students will be able to...

1. analyze court cases and legislation related to ELs to demonstrate a comprehensive understanding of the educational rights and ethical and professional responsibilities of educators (**Module 1 - ESOL Standard MT.1**).
2. describe and modify strategies and lessons to facilitate ELs' adjustment to school environment, learning of grade-level content, and English proficiency, including the use of technologies and differentiated approaches for varied proficiency levels (**Module 2 - ESOL Standard: CU.1/Module 3 - ESOL Standards: CM.1, CM.2**).
3. demonstrate an understanding of second language acquisition (SLA) theories, research, and district guidelines, and language as a system, and apply research-based strategies to help ELs develop English proficiency and learn the academic content (**Module 3 - ESOL Standard: MT.2/Module 4 - ESOL Standards MT.3, AL.1**).
4. identify learning materials and assessments aligned to the skills and knowledge that ELs are expected to acquire in the classroom (**Module 4 - ESOL Standard: TE.1**).
5. use multiple assessment methods (*e.g., progress monitoring, formative and summative assessments*) to evaluate ELs' comprehension and analyze assessment data to determine appropriate instructional approaches (**Module 5 - ESOL Standard: TE.2**).

Course Objectives

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Analyze key court cases and legislation related to English learners (ELs) to demonstrate a comprehensive understanding of their educational rights and the ethical and professional responsibilities of educators.

Describe and adapt instructional strategies and lesson plans that support ELs' adjustment to the school environment, promote English language development, and facilitate access to grade-level content, incorporating technology and differentiated approaches for varying proficiency levels.

Demonstrate understanding of second language acquisition (SLA) theories, research, and district guidelines, and apply knowledge of language as a system to implement research-based strategies that support ELs' academic and linguistic development.

Identify and evaluate instructional materials and assessments that align with the language and content learning goals for ELs in diverse classroom settings.

Apply multiple assessment methods—including progress monitoring, formative, and summative tools—to evaluate ELs’ comprehension and use assessment data to inform and adjust instructional practices.

Required Texts and/or Readings and Course Materials

This textbook is written by 12 authors in the field:

Govoni, J. & Lovell, C. (Eds.) (2025). *Preparing the way: Teaching English learners in the p-12 classroom*. (5th ed.).

[Kendall Hunt Publishing](#). ISBN: 9798385162796 or E-book: 9798385162802.

Supplementary (Optional) Texts and Materials

Other materials and readings are available on Canvas.

How to Succeed in this Course

How to Succeed in this Course:

Be prepared for all class sessions.

Read the materials ahead of time and come to class ready to participate in activities.

Grading Scale

Scale

Grading

Grading			
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

Fall 2026

Grade Categories and Weights

Grade Categories and Weights

ASSESSMENTS	PERCENT OF FINAL GRADE
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ASSESSMENTS	PERCENT OF FINAL GRADE
Assessments	Percent of Final Grade
Discussions/Assignments	20%
* Modified Lesson Plans (2)	30%
Graduate Research Paper	10%
* Case Study (ESOL Field Experience)	40%
TOTAL:	100%
* CRITICAL TASKS (CTs) = required to pass course	

Instructor Feedback Policy & Grade Dissemination

Grades will be posted on Canvas.

Major Topics and Course Schedule

Course Schedule

Modules

Modules and Weeks	Course Schedule
MODULE ONE Dates: Aug 24 th - Sept. 13 th	READ Section One: Federal/State Legislation: Impact on the Educational Rights of ELs Chapter 1: ESOL Legislation in Florida: One State's Response to Educator Training By: <i>G. Artecona-Pelaez</i> Teacher Vignettes: Ms. Miller (Chapter 1), Ms. Gerrior (Chapter 2) Discussion Postings: ESOL Policies, Practices, Professionalism, Florida Consent Decree Review: ESOL Field Work Case Study Expectations

Modules and Weeks	Course Schedule
MODULE TWO Dates: Sept 14th - Oct 4th	READ Section Two: Navigating Heritage Awareness: Fostering Proficiency in the Classroom READ Chapter 2: Establishing the Learning Environment: Recognizing and Respecting Backgrounds <i>Samuel S. Perkins</i> Chapter 3: Teaching Students with Limited/Interrupted Formal Education (SLIFE): Differing Needs/Educational Backgrounds <i>By: A. DeCapua</i> Chapter 9: Developing Effective Lesson and Unit Plans for ELLs A. Lovell and R. García Hernández Teacher Vignette: Mrs. Muñoz, Mrs. Mondicano, Mr. Ramesh (Chapter3) Assignments and Discussion Postings on Canvas Modify Lesson Objective, ESOL Field Report #1 Due
MODULE 3 Dates: Oct. 5th - Oct. 25th	READ Section Four: ESOL Methods, Curriculum, and Materials Development: Planning and Implementation Chapter 6: Bilingualism in the Classroom <i>By: O. Paneque and T. Lucas</i> Chapter 7: Making the Connection to Literacy: ELs with Learning Disabilities 1. D. Rodriguez & E. Rodriguez Teacher Vignettes: Lorraine Smith, Mrs. Allen READ Chapter 8: Taking Off the Wrapper: Identifying/Serving Gifted ELs <i>C. Lovell</i> Discussion Postings and Assignments *Modified Lesson Plan-CRITICAL TASK ESOL Field Reports #2, #3

Modules and Weeks	Course Schedule
MODULE 4 Dates: Oct. 26 th – Nov. 15 th	READ Chapter 9: Developing Effective Lesson and Unit Plans for ELLs 1. C. Lovell and R. Hernández García (continued) Teacher Vignette: Mr. Perez, 4 th Grade, Illinois Canvas Discussion Postings ESOL Field Reports #4 and #5
MODULE 5 Dates: Nov. 16 th – Dec. 4 th Test Free Week	READ Chapter 10: Using Proficiency Testing to Improve Instruction: WIDA ACCESS for ELLs <i>F. Mihai</i> Chapter 11: ELs and Content Area Assessment: Large-Scale and Classroom-Based Considerations <i>F. Mihai</i> Canvas Discussion Postings *ESOL Field Report #6 =CRITICAL TASK *ESOL FIELD WORK CASE STUDY

* Note: The Schedule is subject to revision.

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

Grades of Incomplete:

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 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.

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.
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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.](#)