



TSL 4080
ESOL Curriculum & Pedagogy
90497 004
Fall 2026

Instructor Name

Dr. Jane Govoni

University Course Description

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

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Format: In-class with online assignments due through Canvas.

Attendance at weekly meetings is required. Students may miss one class meeting with no academic penalty. Two or more missed meetings will result in a 10% deduction in final grade. **Class begins promptly at 2:00pm.** Students who arrive more than 5 minutes late to class will earn a 5% deduction in final grade. **After two, late arrivals, 10% grade**

deduction will occur and the student will be asked to meet with the professor. A minimum grade of C is required to pass the course.

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

1. 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.
1. 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.
1. 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.

4. Identify and evaluate instructional materials and assessments that align with the language and content learning goals for ELs in diverse classroom settings.
5. 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

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 available on Canvas.

How to Succeed in this Course

How to Succeed:

Be prepared to discuss activities and readings.

Arrive on time.

Attend all class sessions (one absence will be excused with no academic penalty)

Grading Scale

Grading:

Academic Scale

Grades			
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

Points/Grades

Points

Assessments	Points
Assessments	Percent of Final Grade
Discussions/Assignments	30% (300pts.)
* Modified Lesson Plans (2)	30% (300 pts.)
* Case Study (ESOL Field Experience)	40% (400 pts.)
TOTAL:	100% (1000 pts.)
* CRITICAL TASKS (CTs) = required to pass course	

Instructor Feedback Policy & Grade Dissemination

I will respond to emails within 24-48 hours. I am available to meet with you on campus to review grades or provide feedback on class assignments.

Major Topics and Course Schedule

Fall 2026 Schedule:

Schedule

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MODULE ONE Dates: Aug 24th - Sept. 13th	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 1. G. Artecona-Pelaez 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
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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 1. C. 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
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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 By: <i>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
MODULE 4 Dates: Oct. 26th – Nov. 15th	READ Chapter 9: Developing Effective Lesson and Unit Plans for ELLs 1. C. Lovell and R. Hernández García (continued) Teacher Vignette: Mr. Perez, 4th Grade, Illinois Canvas Discussion Postings ESOL Field Reports #4 and #5

MODULE 5 Dates: Nov. 16th – Dec. 4th 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
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** Note: The Schedule is subject to revision.*

Undergraduate Research Course

This course is attributed as an Undergraduate Research Course (UGR) for integrating the high- impact practice of research which has been found to benefit students from varied backgrounds (AAC&U LEAP). The Council on Undergraduate Research (CUR) defines this as follows: an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. In this course, you will conduct a project that enables you, individually or in groups, to pose or work from a defined research question, apply methods of inquiry to generate findings, and share the findings with others through presentation and/or publication.

Information about the Optional Zero-Credit Research Course Associated with this Course

Students who participate in an UGR course may select to co-enroll in a zero-credit (S/U graded) research course to archive the research experience on the transcript. There is no cost associated with the course, and enrollment does not interfere with degree requirements.

Interested in the zero-credit option? Here's what you need to do:

- Prior to the end of the first week of class inform your instructor that you would like to enroll in the zero-credit course.
- You will be contacted by the OUR (via e-mail) with registration instructions. Please register as soon as you receive instructions and registration is time sensitive.
- Check Oasis to confirm registration

Once you submit your final project, your instructor will assign your grade in Canvas.

Global Citizens Project

TSL 4080 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Award upon successful completion of the course (final grade of B or higher).

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

LATE POLICY: Assignments will be accepted up to 4 days after the due date with a late penalty based on submission date. **Discussion** postings are **not accepted late**. **Field Experience** reports will be deducted 10% per day later.

Assignments:

Discussion/Participation

Active participation in class and online is a critical component to creating a dynamic and effective learning community. Being prepared and reading the assigned textbook chapters ahead of time, viewing the ESOL presentations/video clips, and reflecting on your personal findings will help the quality of the contributions that you are able to make. Meaningful participation in an online discussion includes contributing answers to the posted questions/activities in a timely manner and responding to classmates' contributions. Proper netiquette and professional courtesy are expected in responding to all postings. You should actively contribute by answering specific questions on Canvas, asking your own questions, and in some weeks, sharing your own findings.

Discussions seek to address several overarching **ESOL Strands**:

Communication and Understanding: *What strategies and practices will I use to support learning academic content and language?*

Methods of Teaching ESOL: *What are the ethical implications in monitoring students and providing instruction for me as a teacher and as a community member? How do I plan instruction to meet the needs of students at varied levels of English proficiency? What strategies are effective for each of the skills: listening, speaking, reading, and writing?*

ESOL Curriculum and Materials Development: *How will I ensure students have support for English language acquisition and academic development? What tasks will I implement to meet the needs of all students?*

Testing and Evaluation of ESOL: *How will I vary my assessments to meet the language proficiency of students? How will I use assessment data to identify appropriate instructional strategies and inform my instruction? What accommodations will I use in assessing students and monitoring their progress in English and the academic content?*

Activities/Assignments

You are expected to demonstrate learning and application of the topics that are covered in this course in the module activities/assignments. Reading the required chapters of the text and resources on each topic will guide you through the course modules.

During your **ESOL field experiences**, you will gather data during your interviews with an EL and analyze the oral proficiency in English using the SOLOM (Student Oral Language Observation Matrix); analyze the data on the **Reading Fluency Rubric** and write a reflection about what you learned and observed. Further instructions are on Canvas.

ESOL Field Experiences and Reflection

Your field experience involves **six field experiences** with at least one EL. Your role will be that of an assistant to the teacher, tutoring, observing, assessing, and collecting data on the listening, speaking, reading, and writing skills of an EL. This must be documented on the **Field Experience Log**.

Remember that you are representing USF and must conduct yourself and be dressed in a professional manner. **This volunteer time is a core requirement and is not optional.**

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

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

Generative AI:

USF recognizes the increasing availability and impact of generative artificial intelligence (genAI) tools on teaching and learning. Generative AI technologies like ChatGPT and Microsoft Copilot offer new opportunities to foster creativity and engage students in critical thinking, writing, and analysis, cultivating the development of modern skills needed in today's workforce. As Generative AI technologies rapidly evolve, it is crucial for faculty to be equipped with the necessary tools and knowledge to integrate this powerful technology into their teaching practices.

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.

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