



TEXAS A&M UNIVERSITY
SAN ANTONIO

**EDCI 4301 Pedagogy III, Teaching and Pedagogy for Elementary Teacher and Teaching
Fall, 2025**

Instructor Name: Debra Grams	A&M-San Antonio email: dgrams@tamusa.edu
Office Hours and Location: By Appointment only (210-275-6167)	Course Location & Time: Madla, 207 Thursday, 5:30 - 8:15 pm

REQUIRED TEXTBOOK:

- There are no required texts for the course. All readings and articles will be available on Blackboard or in class as assigned by the instructor throughout the semester.

Recommended Course Materials:

- Microsoft Office suite for a PC. All work must be submitted either as Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- 3 ring-binder for keeping course materials and handouts
- Small spiral notebook or composition book to use as a Dialectical Notebook for writing assignments
- Regular and reliable access to the internet and ability to print copies for class

COURSE DESCRIPTION:

EDC1: 4301:

This course is the final course in the pedagogy course sequence and should be taken during the semester preceding clinical teaching. In this course, teacher candidates will design a multi-day lesson plan sequence incorporating responsive instruction, effective communication techniques, instructional strategies that actively engage EC-6 students in the learning process, and provide timely, high-quality feedback.

MAJOR COURSE COMPONENTS:

- Internalization processes when using high quality instructional materials
- Lesson planning when given high quality instructional materials for reading/language arts and math
- Responsive classroom settings and instruction
- Effective communication through the PLC process
- Highly effective Instructional Strategies
- Highly engaging Instructional Practices
- Data informed instruction and providing feedback

STANDARDS:

PPR Standard I: The teacher designs instruction appropriate for all students that reflect an understanding of relevant content and is based on continuous and appropriate feedback.

1.19k - 1.24k and 1.19s - 1.23s

Design Coherent Instruction

PPR Standard III: The teacher promotes students' learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

3.5k—3.11k and 3.7s—3.14s

Engaging Students in Learning

3.18s—3.20s:

Demonstrating flexibility and responsiveness

TAC Code Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

GRADING POLICIES

Assessment/Assignments	Accompanying Standard	Points
Exit Tickets, Artifacts, and 240 Tutoring Requirements 240 Tutoring and TASKS to Complete During Course: Study Materials & Practice Test #2 (Completion Grade) Deliverable: Each student is encouraged to register and take PPR before this course ends in December	3.5k -3.11k and 3.7s - 3.14s	32 points

This course is offered as an in-person course. We will meet **every week (unless otherwise stated)** for an on-campus/in-person class to enable students to personally experience several different types of learning activities and learn different pedagogical strategies and techniques to use in their own future classroom.

It is expected that students will be at all class sessions as well as prepared for each class. I will be conducting formative assessments through the use of exit tickets, student participation and discussions as well as short assignments throughout the semester. These assessments will be worth points toward the final grade in the course but, equally as important, I use these to gauge the students' level of understanding in the course. Therefore, formative assessment points, based on student learning, will be taken during most class periods. I understand that emergencies or crisis situations that cause a student to miss a class period, at times, occur. If such an emergency arises, it is the student's responsibility to contact me as soon as possible, alerting me to the situation. This course is designed to prepare future teachers for the classroom and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building to happen. And the manner in which we conduct ourselves, including attendance, reflects on the teacher candidate and his or her commitment to the profession.

Class attendance will be checked during every class session. Punctuality is expected as part of professional responsibility and courtesy. Arriving late and or leaving early in a class period is considered unprofessional.

When a student misses a single class, it is very difficult to be prepared for class discussions and assignments. More than **ONE unexcused absence** may result in a **FINAL grade deduction**. An absence can be excused if proper documentation is provided. **Please let me know when you are going to be absent so we might discuss what constitutes an excused absence.**

LATE WORK POLICY:

Any papers submitted after the date that is due will be subject to a grade reduction. Late work will be accepted at the discretion of the professor and may not receive full credit.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assessments must be neatly typed. **The content of tests and assessments will be evaluated based on the level of higher-ordered thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assessments must be submitted through Blackboard** unless otherwise specified by the instructor.

- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics provided in Blackboard.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

COURSE Schedule/ CALENDAR:

Date	Week	Description	Assessments/Assignments
August 25, 2025	Week 1	Getting to know... You, Me, My Team, and the Course Requirements TTESS Dimension 4.1 and 4.2	Exit Ticket (Reflection) (1 pt.); Get your 3 ring binder and a journal/spiral for Dialectical notebook
September 8, 2025	Week 2	240 Tutoring Diagnostic Assessment and Responsive Classrooms (Students with diverse needs) TTESS Dimension 1.3 TTESS Dimension 2.4	<ul style="list-style-type: none"> •Diagnostic Assessment uploaded in Blackboard (1 pt.) •Artifact- Classlist and Accommodations (2 pt.) •Notebook check (1 pt.)
September 15, 2025	Week 3	Professional Learning Communities and Classroom Environments, Routines and Procedures TTESS Dimension 3.1 TTESS Dimension 4.3	Exit Ticket (Reflection) (1 pt.) PLC Artifact- Making a plan for 240
September 22, 2025	Week 4	(Data Driven Instruction) Guest Speaker TTESS Dimension 2.1, 2.2, 2.3, 2.4, and 2.5	Exit Ticket (Reflection) (2) points 240 Tutoring Check (1 pt.) (6 hours of 240 Tutoring to be completed)
September 29, 2025	Week 5	Introduction into High Quality Instructional Materials (HQIM) for Reading and Math (Components, standards, and assessments) TTESS Dimension 1.1 and 1.2	Artifact- HQIMs for reading and math–placed in notebook, added notes, and uploaded in blackboard (3 pts.)
October 6, 2025	Week 6	Creating an Exemplar to use for HQIMs reading and math lessons. (Aligning the TEKS, daily learning assessment with the learning target.) TTESS Dimension 1.1 and 1.2	Creating an Exemplar for reading (4 pts.) Creating an Exemplar for math (4 pts.) (Using an analysis writing process)

October 13, 2025	Week 7	Designing the Reading Lesson using a lesson plan template and HQIM (ELPS/Gradual Release) TTESS Dimension 1.1, 1.2, and 1.3	Internalization Annotations using a *HQIM for reading to include scripting out the “I do” in a lesson plan. (5 pts.) 240 Tutoring Check In (1 pt.) (12 hours of 240 Tutoring to be completed.)
October 20, 2025	Week 8	Designing the Math Lesson using a lesson plan template and HQIM (ELPS/Gradual Release) TTESS Dimension 1.1, 1.2, and 1.3	Internalization Annotations using a *HQIM for math to include scripting out the “I do or “We do” in a lesson plan. (5 pts.)
October 27, 2025	Week 9	Using High Quality Instructional Strategies for reading and math instruction TTESS Dimension 1.4	Exit Ticket Reflection (1 pt.) Artifact (2 pts.)** Best strategy to use with your reading and math lesson 240 Tutoring Check In (1 pt.) (16 hours of 240 Tutoring to be completed.)
November 3, 2025	Week 10	Lesson Designing Workshop (Reading and Math) working in PLCs and 240 Tutoring Workshop TTESS Dimension 1.1, 1.2, 1.3, and 1.4	Beginning designing the math and reading lessons using HQIM and lesson plan template (Draft) Reading (Draft) Math *Slide deck posted in announcements
November 10, 2025	Week 11	Developing the Lesson Plan for reading and math using HQIM and introducing the lesson rehearsal process. (Lesson Introduction, Lesson Closing, and Differentiation of Multiple Means of Representation, Engagement, and Expression) TTESS Dimension 1.1, 1.2, 1.3, and 1.4	Continue to design reading and math lessons using HQIM and lesson plan templates. (2 pts. for reading and 2 pts. for math)
November 17, 2025 or November 18 or 20, 2025 (I will have this schedule If these dates don't work please see Professor Grams for an alternative date.	Week 12	One-on-one Coaching (in person) *ONLY attend class during your coaching session. Coaching Schedule From this meeting, the student will sign up for a Lesson Rehearsal day and time. TTESS Dimensions 1.1, 1.2, 1.3, and 1.4	Coaching Session (10 pts.) Artifact–Reading and Math lesson design will be brought to the coaching session for review with the professor. Reading Lesson Design (15 pts.) and Math (15 pts) due in blackboard by Wednesday, April 17th at 5 pm) 240 Tutoring Check In (1 pt.) (22 hours of 240 Tutoring to be completed.) This will be checked during the coaching session.

November 24, 2025 Week of (Thanksgiving Break)	Week 13	Lesson Rehearsal (Each student will present a lesson (reading or math) for 10 - 12 minutes and be provided with feedback. TTESS Dimension 2.1, 2.2, 2.3, 2.4, and 2.5	Lesson Rehearsal Demonstration (10 pts) or Peer Feedback (1 pts.) (Students with 0 to 1 absence will get the chance to sign up first.)
December 1, 2025	Week 14	Lesson Rehearsal (Each student will present a lesson (reading or math) for 10 - 12 minutes and be provided with feedback. TTESS Dimension 2.1, 2.2, 2.3, 2.4, and 2.5	Lesson Rehearsal Demonstration (10 pts) or Peer Feedback (1 pts.) 240 Tutoring Test 2 completed. (Must have 24 hours of 240 Tutoring logged and evidence of completing PPR Test 2 and or evidence of passing PPR test.(10 points)
Final Exam	Week of Dec. 8th	240 Tutoring Tutoring	For students who need to complete the 24 hours of logged in 240Tutoring and complete PPR Test 2 (This is a way to earn your 10 points.)

University Policies

University Policies, Fall, 2025 ([Texas A&M University at San Antonio](https://www.tamusa.edu/University-Policies))

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210.

You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible. Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and

confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>
Crisis support is available 24/7 by calling the SCC at 210-784-1331. Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com>
More information about Emergency Operations Plan and the Emergency Action Plan can be found here: [https://www.tamusa.edu/about-us/emergency-management/Download the SafeZone App](https://www.tamusa.edu/about-us/emergency-management/Download%20the%20SafeZone%20App) (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to eligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours

should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3)

participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade.youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official

university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct

(<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website

(<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Insert ONE of the AI policy options listed below in your syllabi – Select the one you believe is most appropriate for your course.

Option 3 – Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates: Fall 2025 Regular 16-Week Session

August 25 First day of class

September 1 Labor Day Holiday – No classes

September 10 Census Date

November 14 Last day to drop with an automatic “W”

November 25 Last day to withdraw from the University

November 26 Study Day – No classes

November 27-29 Thanksgiving Holiday – No classes

December 4 Last day of classes

December 5 Study Day – No classes

December 6-12 Final exams

December 16 Commencement

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>