



College of Education and Human Development
Department of Curriculum and Instruction
EDCI 3303
Pedagogy 1: Theory and Design
Spring 2026

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Office Hours and Location: By appt	Course Location & Time: Madla 204 5:30-8:15

Please allow 24 hours for messages to be returned. **Email is the preferred method of communication.** Please do not email through Blackboard. Email messages are checked all week; however, more sporadically over weekends & holidays.

Required Textbook:

Required Readings/Materials:

There is no textbook for this course. Articles and/or required readings will be posted on Blackboard.

Course Description:

This curriculum encompasses the subsequent subjects: the maturation of individuals during their adolescent years, including physical, cognitive, social, and personal aspects. Participants will acquire an understanding of how the developmental traits of students can impact the design, execution, and evaluation of fitting educational approaches. Special attention will be given to the distinctive attributes and instructional requirements of students from diverse backgrounds, possessing varied skills, interests, and learning preferences.

Major Course Components:

Lecture or Discussion Topics:

- Learning Theories
- Understanding State Standards - TEKS
- Designing Coherent Instruction
- Assessment of Student Learning
- Planning for Diverse Populations

Standards:

TExES PPR Standards:

The developmental characteristics of students from early childhood to grade 12, including developmentally appropriate examples and instructional strategies.

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III: The teacher promotes student 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.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The beginning teacher knows and understands:

Students:

- 1.1k the intellectual, social, physical, and emotional developmental characteristics
- 1.2k the implications of students' developmental characteristics for planning
- 1.3k characteristics and instructional needs of students with varied backgrounds,
- 1.4k different approaches to learning that students may exhibit and what motivates
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning
- 1.6k appropriate strategies for instructing English language learners.

Content and Pedagogy:

- 1.7k the importance of the state content and performance standards as outlined in

- 1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline;
- 1.11k current research on best pedagogical practices.

Selection of Instructional Goals and Objectives:

- 1.12k the importance of developing instructional goals and objectives that are clear,
- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are at the mental level, prior skills and knowledge, background, and interests; and suitable for students with varied learning needs
- 1.15k the importance of aligning instructional goals with campus and district goals.

Resources:

- 1.16k the use of appropriate materials and resources for preparing instruction,
- 1.17k the importance of knowing when to integrate technology into instruction and
- 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

Designing Coherent Instruction:

- 1.19k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional content and meet instructional goals and objectives; and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines;
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

Assessment of Student Learning:

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;

1.28k the role of technology in assessing student learning;

1.29k the benefits of and strategies for promoting student self-assessment;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction;

1.31k how to analyze data from local, state, and other assessments using common statistical measures.

Grading Policies

Evaluation and Grading:

Assignments/Exams will be worth the following points:

Assignment	Points	Educator Standards	TAC
Syllabus Acknowledgement	2		
Metacognitive Awareness Inventory	5	I	
Sketch notes on Metacognition	8	I	
IRIS Universal Design for Learning Assignment	10		228.57 (c) (9)
Ed Jargon Assignment	2	1.1k – 1.6k & 1.1s – 1.5s	
Metacognition Reflection	8		
Educational Theorists Project	30	1.1k – 1.6k & 1.1s – 1.5s	
TEKS Scavenger Hunt	25	1.7k – 1.15k & 1.6s – 1.15s	228.57 (a), 228.57 (d) (3)
240 Tutoring Plan to Pass Diagnostic	10	I, II, III, IV	228.57 (b)
Unpacking TEKS (2 parts)	20	1.7k – 1.15k & 1.6s – 1.15s	228.57 (a), 228.57 (b), 228.57 (d) (3)
Understanding ELPS	10	1.1k – 1.6k & 1.1s – 1.5s	228.57 (d) (1)
Universal Design for Learning	10		228.57 (c) (9)
Explicit Instruction Assignment	20	1.1k – 1.31k & 1.1s – 1.29s	
AI Assignment	10	1.19k – 1.24k & 1.19s – 1.23s	228.57 (b)

Assignment	Points	Educator Standards	TAC
Binder	100	1.1k – 1.31k & 1.1s – 1.29s	
Final Lesson Plan and Presentation	100	1.19k – 1.24k & 1.19s – 1.23s	228.57 (a), 228.57 (b), 228.57 (c) (9)
Lesson Plan Feedback and Reflections	50	1.1k – 1.31k & 1.1s – 1.29s	228.57 (b)

Final Grade	# Of Points
A	405 - 450
B	360-404
C	315 - 359
D	270 - 314
F	269 & BELOW

Course Policies

Attendance:

Attendance Policy: You are expected to attend every class session. Activities, assignments, and discussions that occur in class are essential for your learning experience.

- 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.**
- **There is no such thing as an “excused” absence, as you will have one “discretionary” absence.** I suggest you save your absence in case of emergency or illness late in the semester. Documentation of illness is not necessary. It is still a good idea, however, to save medical documentation in case of a prolonged illness. You are strongly encouraged to save your absences for emergencies.
- **More than ONE absence may result in a letter grade deduction in the Final Grade.**
- Participation points are frequently awarded for in-class participation. In-class participation points cannot be “made up” for any reason because you must be in class to receive credit.

Late Work Policy:

Late Work Policy for Assignments: **Late work is generally not accepted.** If there is an extenuating circumstance, please contact me before the due date to communicate concerns.

Note: Quizzes and in-class participation points cannot be made up or turned in late.

Assignment Submission in Blackboard:

Course Assignments: All assignments that are submitted via Blackboard must be submitted as a PDF or WORD by the due date and time listed in Bb with the assignment instructions. Grammar and spelling count towards the grading of all written work. Please find out during the first week of class if you do not know how. See [Submit Assignments](#).

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.

Email and Announcements:

For all electronic communication with me, please use my email address, lpolk01@tamusa.edu, or Blackboard messaging. Additionally, I will use announcements to share essential updates, opportunities, changes, or news related to the class. To stay informed, please check your school email and Blackboard announcements daily.

Notification of Use of Classroom materials for Future Research Studies:

In compliance with the Code of Federal Regulations, Title 45, § 46.104, you are being notified that throughout the semester coursework you produce (e.g., assignments, reflections, surveys, projects) may be used as part of a research study (e.g. presentations and/or publications) at some point in the future. The data will also be used to improve instructional practices and learning strategies for students. All data will be de-identified and only aggregate data will be published. **If you do not wish to have your de-identified coursework included, you may notify the instructor at any time.** Your participation is voluntary and your decision whether or not to allow this data to be part of a future study will not affect your grade or standing in this class. This data will be securely stored by the researcher until it is no longer useful. Any research project that will be undertaken using these materials will have IRB approval sought for the

project. Please feel free to contact your instructor if you have questions or concerns about potential research projects. For information on research participants' rights, contact the TAMUSA IRB Office @ 210-784-2317 or irb@tamusa.edu.

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 at the [website](#) 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 academic accommodations with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 system. 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](#). Download the SafeZone App (<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 ineligible 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.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments.

Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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 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 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@tamus.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 accommodations to pregnant students as would be provided to a student with a 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@tamus.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 if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamus.edu or call (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, 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 student 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, 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](#) or visit the resources available in the [OSRR website](#)

Important Spring 2026 Dates:

Dates	Event
January 13	Tuition & Fee Payments deadline
January 19	Martin Luther King, Jr. – No Classes
January 20	First day of class

February 4	Census date
February 23-March 6	Midterm grading period
March 9-March 14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic “W”
May 1	Last day to drop a course or withdraw from the University
May 4	Last day of classes
May 5	Study Day – No classes
May 6-May 12	Final exams
May 19	Commencement

The complete [academic calendar](#) is available online

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student’s work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor’s permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio’s standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>